

Lesson Plans Outline



What is local government?

1. Discovering what's special about your community
2. Distinguishing local government from state and national government
3. Identifying government and non-governmental services in your community

What does local government do for me?

4. Exploring local government services
5. Recognizing local government services as a part of your life
6. Reviewing public safety services

How are local government leaders chosen?

7. Introducing local elected officials
8. Campaigning and voting

Who manages local government?

9. Introducing mayors and city officials
10. Meeting with a mayor or city official

How does a local government collect and spend money?

11. Paying for local government
12. Spending by local government
13. Preparing a budget

How do I make a difference?

14. Getting your opinion heard
15. Supporting your community

Note to Teachers

This unit of study is designed for the Intermediate Grades but is appropriate for Primary through 5th grades.

The suggested timeline for this unit of study is approximately three weeks but it can be modified for student needs. Another possibility would be to do the lessons at different times during the school year. For instance, Lesson 8 ("Campaigning and Voting") would be appropriate during the November elections.

Lesson Plan 1

Discovering what's special about your community

Purpose To encourage students to identify with their own community as a special place to live

Critical Core

Content Vocabulary community, symbol, logo, seal

Materials Needed chart paper, construction paper, mural paper, markers, crayons, scissors

Teaching Strategies Note: Before the lesson, request a copy of your city or county seal, slogan, logo, or flag from the office of the city or county clerk.

1. Write the word “community” at the top of a piece of chart paper. Have students give their definitions of a community. Record students’ responses on chart paper.
2. Ask “What makes our community different or special? What is our community known for? What does our community do well?” Discuss.
3. Share the city seal, slogan, logo, or flag with the class. Use this symbol to suggest additional ideas about your community.
4. Have each student select one aspect of the community that makes it special or unique. Provide construction paper, markers, crayons, and scissors, and ask students to create pictures of their ideas.
5. When students are done with their pictures, have them cut out the pictures and paste them on a large piece of mural paper titled “Our Community” to create a collage.
6. Not all cities may have a seal or logo. Encourage creativity by designing a logo or seal for your community. Then submit your ideas to the local government.

Open Response

Design a symbol for your city. This symbol must let people know something about your present-day city. Think about what you want a stranger to know about your city when you design your symbol. Explain what the symbol means and why you designed it that way.

Note to Teachers

This lesson meets several of Kentucky’s Learning Goals and Academic Expectations:

1.3, 1.11, 1.13, 2.19, 2.22, 2.26

Core Content included in this lesson:

SS-E-4.2.1, AH-E-4.1.41, AH-E-4.1.42, SS-E-4.1.1

Best Practices:

Integration of Curriculum, Research, Student Choice



Lesson Plan 2

Distinguishing local government from state and national government

Purpose	To teach students the distinctions between the local, state, and national governments
Background	The Commonwealth of Kentucky is made up of 424 cities and 120 counties. Citizens of Kentucky are also citizens of the county in which they live. People who live within city limits are citizens of that municipality, as well.
Critical Core	
Content Vocabulary	government, national, state, local, city, county
Materials Provided	US map, picture of the United States Capitol Building, Kentucky map, picture of the State Capitol Building
Materials Needed	county or city map, pictures of local government buildings, chart paper, markers

Teaching Strategies

1. Pass out copies of the US and Kentucky maps and have students locate, color, and label where they live. Make note of the size of the state of Kentucky in relation to the United States.
2. Use a city or county map to locate several familiar landmarks, such as the school building.
3. Explain that we are citizens of all three areas. Display the pictures of the government buildings and discuss the locations of the US Capitol, State Capital, County Courthouse, and City Hall.
4. Introduce the words “national,” “state” and “local” to identify the three levels of government and match these words with the appropriate maps and pictures. Emphasize that “local” means close or near, and that your local government has been established to take care of the needs of the people in your area.
5. In small groups or as a class, have students brainstorm what they believe are the needs of the people in your community. List these needs on chart paper.
6. Ask students to research who is in leadership at the local, state, and national government. (This is included in Government is for Kids, Too! student activity book).



Extension

For homework or classwork, have students look for newspaper articles about government and pictures of government buildings or of government services being provided. Share at current events time or in a cooperative group.

Open Response

There are three different levels of government in the United States: local, state, and federal. Compare the three levels of government.

Note to Teachers

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.1, 1.11, 1.16, 2.15

Core Content included in this lesson:

SS-E-1.2.1, SS-E-1.2.2, SS-E-1.2.3

Best Practices:

Research, Cooperative Learning, Use of Technology



Lesson Plan 3

Identifying government and non-governmental services in your community



Purpose To increase students' awareness of government services

Background Information Government is often referred to as the public sector, and the services cities and counties provide are often called public services. Other services are provided by businesses, or the private sector.

Critical Core

Content Vocabulary public

Materials Provided pictures of government service providers, pictures of non-governmental service providers

Materials Needed chart paper, markers

Teaching Strategies

1. Display pictures of non-governmental service providers (plumber, rancher, taxi-driver, etc.). Discuss how these services help people in the community.
2. Ask students, "What other services do we need in our community?" List their answers on chart paper.
3. Display pictures of government service providers (for example, librarian, sanitation worker, planner, mayor). Discuss how these services help people in the community.
4. Explain that a community needs all these services. Some services are provided by local government (public services) and some are not. (It varies from community to community. Check your local resources such as City Hall and Chamber of Commerce.)
5. On two pieces of chart paper, make lists of government and non-governmental services to be displayed in the classroom.

Extended Student Knowledge

For homework, have students interview their parents or other adults to find out if they work in a government job or non-governmental job. During the next class period, have students work in cooperative groups to generate a display to demonstrate an understanding of governmental services.

Note to Teachers

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.1, 2.23

Core Content included in this lesson:

SS-E-1.1.1, SS-E-3.1.3, SS-E-3.4.2

Best Practices:

Research, Cooperative Learning

Lesson Plan 4

Exploring local government services



Purpose To introduce students to a variety of local government services

Background City government provides a wide range of services. Some city governments are very large organizations with thousands of employees and provide many different types of services. Other cities have only a few employees and provide only the most necessary public services, such as water supply, wastewater treatment and garbage collection.

Critical Core Content Vocabulary Fire department, law enforcement, public utilities, public health, transit, libraries, recycling, sanitation, parks, animal control, agricultural extension, public works, permits and inspections, schools, emergency medical service, planning and zoning, recreation, public housing, social services, economic development, traffic, taxes, human relations, budget/finance, historic district coordinator.

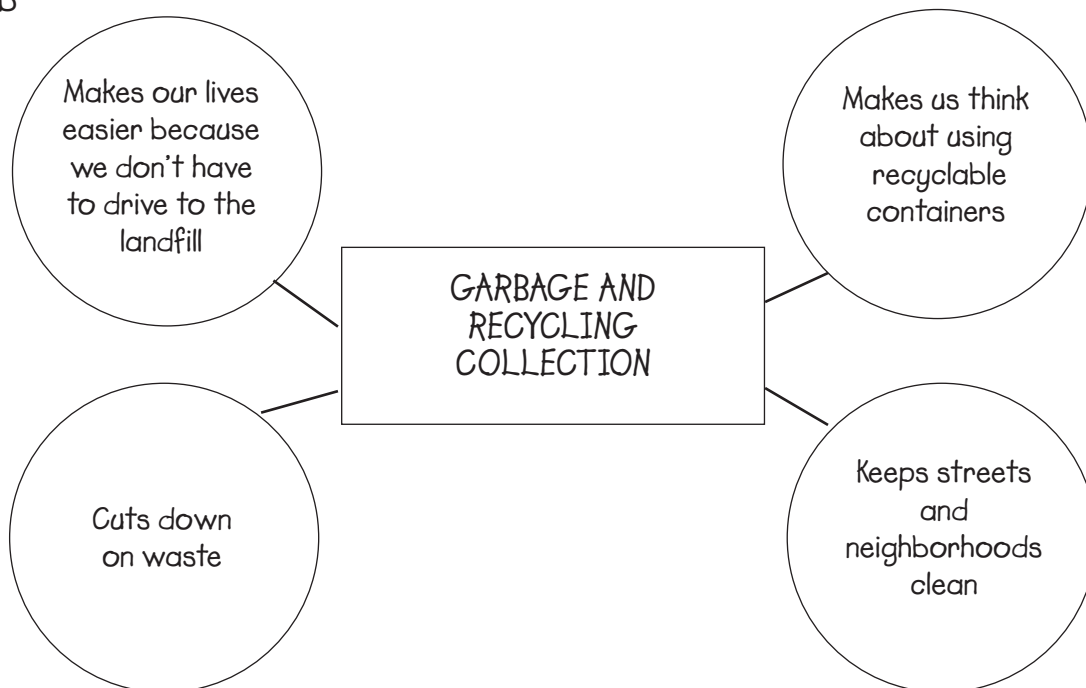
Materials Provided city service cards, "At Your Service" worksheet, Local Government Services Activity/Color Sheet

Materials Needed chart paper or large construction paper, markers

Teaching Strategies

1. Divide the class into small groups and distribute a service card (i.e., law enforcement, libraries, animal control, schools, social services, taxes) to each group.
2. Draw the sample web below for the class. Instruct each group to brainstorm and draw a web on chart paper of how their service helps the community.
3. Have the students display their webs and share them with the class.

Sample Web



Assessment of Student Knowledge

Distribute copies of your “At Your Service” sheet. As a class, name the government service needed by each citizen.
This could be used as a pretest and a post test.

Note to Teachers

This lesson meets several of Kentucky’s Learning Goals and Academic Expectations:

2.16, 2.18, 2.33

Core Content included in this lesson:

SS-E-3.1.2, SS-E-3.4.2, PL-E-3.3.1, PL-E-3.3.2, PL-E-4.1.3



Lesson Plan 5

Recognizing local government services as a part of your life. How does this affect YOU?

Purpose To demonstrate to students that local government services play an important part in their lives

Materials Provided “Student Time Line of a Day’s Activities” worksheet

Cooperative Group Activity

1. Distribute copies of the “Student Time Line” and have students fill out the first two columns (Time and Activity) on their own.
2. Divide the class into small groups to work on completing the third column (Government Services Involved). Help each group to recognize how government services play a role in their daily routines. For example, brushing your teeth involves the water supply. Riding to school involves street repair and traffic signs.
3. As a class, discuss what the students learned about local government services from their time lines. You may choose to list all the different government services mentioned by students. Point out that local government services affect the lives of people of all ages in your community.

Open Response

Local government services affect our lives every day. Discuss how several government services affect your life. Discuss two or three services.

Note to Teachers

The “Student Time Line” is an extension of Lesson 4. It could be used as an assessment of Lesson 4 and 5.

This lesson meets several of Kentucky’s Learning Goals and Academic Expectations.

2.16, 2.18, 2.33, 5.1

Core Content included in this lesson:

SS-E-3.1.2, SS-E-3.4.2, PL-E-3.3.1, PL-E-3.3.2, PL-E-4.1.3

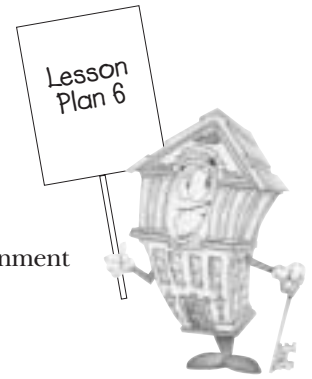
Best Practices:

Cooperative Learning



Lesson Plan 6

Reviewing public safety services (Extension of Lessons 4 and 5)



Purpose To teach students about the protective services offered by local government

Critical Core Content Vocabulary emergency, firefighter, police, emergency dispatch, community

Background Information In discussing the law enforcement symbols provided, explain to the class that police officers and firefighters protect people. The type of officer patrolling or responding to an emergency call depends on your location.

If your community uses an emergency phone number other than 9-1-1, teach the students the correct number. If you call the administrative offices of your emergency dispatch center, you may be able to obtain reminder stickers to distribute to your students. Do not call the emergency number to ask for stickers.

Materials Provided emergency symbol cards, Emergency Phone List worksheet

Teaching Strategies

1. Write "9 1 1" (or the correct number for your area) on the chalk board and ask, "What do these numbers mean to you?"
2. After the students respond, explain that people in the community need help in emergency situations and that this help usually comes in the form of a government service (police, sheriff, fire, ambulance or rescue squad, animal control).
3. Introduce the symbols on the cards provided. Point out that these symbols are recognized by those who cannot read. Deaf citizens can see these symbols on emergency vehicles even though they cannot hear the sirens.
4. Divide students into groups and give each group one of the emergency symbol cards. Assign each group the task of acting out an emergency situation pertaining to the symbol on the card.
5. Have each group share its skit with the rest of the class.
6. Wrap up by reviewing the protective services provided by local government and having the students complete the Emergency Phone List to take home.

Enrichment Have a staff member of the emergency dispatch center speak to your class, or take a field trip to your local emergency dispatch center.

Note to Teachers

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.12, 2.26, 2.18, 2.25, 2.33

Core Content included in this lesson:

SS-E-3.1.2, SS-E-3.4.2, AH-E-3.1.41, PL-E-1.6.4, PL-E-3.3.1, PL-E-3.1.5, PL-E-3.3.2, PL-E-4.1.3

Best Practices:

Using Community Resources, Cooperative Learning

Lesson Plan 7

Introducing local elected officials

Purpose

To teach students about elected officials and what these officials do

Background Information

City elections are typically held in November. The mayor and city council members (also called aldermen and alderwomen, councilors or commissioners) are elected by voters in the city. Mayors are elected for four-year terms and council members are elected for two-year terms.

The mayor presides over the council or commission for the city and is the chief representative of the city.

Council members or commissioners are members of the governing board for the city.

As a group, the mayor and council members listen to what the citizens have to say, discuss choices, and make decisions for the city. The mayor and city council pass ordinances to regulate behavior and adopt a budget that states how the city will spend its money.

Critical Core

Content Vocabulary

mayor, city council (or commission or board of aldermen), ordinances, rules, laws, government, executive, legislative, judicial branches of government (Note: Cities do not have a judicial branch of government).

Materials Needed

large map of the county, several newspapers (including back issues), chart paper, markers

Teaching Strategies

Note: Before the lesson, cut out several newspaper articles about the mayor and city council.

Determine what your city council members are called: council members, aldermen and alderwomen, councilors, commissioners, or some other title.

1. Locate your city, town, or village on a county map. Explain that all adult citizens in the city have the right to vote for the mayor and city council.
2. Write the current year and the words mayor and city council or board of aldermen (or the correct term for your city) on the chalkboard. Explain that city elections take place in November. As a class, determine when the most recent city election was held and when the next election will be held. Define the roles of the city elected officials for the students.
3. Divide the class into small groups. Give each group an article.
4. Instruct each group to read the article and write the main ideas on a piece of chart paper to share with the class.
5. Have each group share its findings with the class.



Enrichment

1. Have students make a list of the current elected officials for your city.
2. Invite the mayor or a city council member to talk to your class about running for office and his or her job responsibilities. Have students make a list of questions in advance to ask the speaker.
3. For homework, have the students find out what the governing board is called in your city and what seats will be filled in the next election.
4. Have students report on a radio or television story or newspaper article about city and county elections.

Open Response

Discuss two or three differences in the roles of mayor and alderman (council members) in your community.

Note to Teachers

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.1, 1.2, 1.16, 2.14, 2.15, 2.36

Core Content included in this lesson:

SS-E-1.1.1, SS-E-1.1.2, SS-E-1.2.2, SS-E-1.2.3, SS-E-4.1.1, PL-E-4.1.3

Best Practices:

Cooperative Learning, Use of Community Resources, Research



Lesson Plan 8

Campaigning and voting



Purpose

To expose students to the local election process

Background Information

Campaigning for office gives candidates opportunities to express their views about local issues and to hear what citizens want from their elected officials. They do this through public speaking, through newspaper, radio and TV ads, and through mailings. The use of bumper stickers, buttons, and signs are common methods of campaigning as well. Elections give voters the opportunity to choose the candidates they like. Anyone 18 or older who is a citizen may vote.

Critical Core

Content Vocabulary

election, candidate, campaign, vote

Materials Needed

construction paper, markers, 3 x 5 index cards

Teaching Strategies

Note: Before the lesson, collect samples of campaign buttons, bumper stickers and outdoor signs to share with the class.

1. Discuss with the class the role of voters and candidates in an election. Ask if the students have seen any candidate's commercials, bumper stickers, buttons, or outdoor signs.
2. Have students select a city office in which they would like to serve and have them design a poster for their campaigns.
3. Distribute 3 x 5 cards and have students write reasons why they should be elected for the office they have chosen (possibly as a homework assignment).
4. Ask students to share their posters and "campaign speeches" (using the 3 x 5 cards as references) with the class or with small groups of students.

Enrichment

Conduct class elections for president, vice president, etc. in August or September. Have students select a school office or classroom office, and tell why they would like to serve. Use this lesson in November for national or state elections. The Kentucky History Center in Frankfort has many examples of campaign materials, buttons, etc.

Note to Teachers

Number 3 could be used as an Open Response Question.

Refer to the Voting and Responsibility Question from KIRIS 1997-1998 release questions. (Attached with materials.)

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.12, 2.14, 2.15, 2.22

Core Content included in this lesson:

SS-E-1.3.3, AH-E-4.4.41

Content Code: 2.15/1.3.3

Voting and Responsibility

Although there is no law that requires citizens of the United States to vote, many Americans consider the right to vote important.

- a. Explain why it is important for citizens to vote.
- b. What are TWO ways voters can learn more about people running for office so that the voters can make good decisions?

Scoring Guide

Score	Description
4	Student gives thorough answers to both questions. Discussion notes that voting is an important responsibility to citizens because elected officials represent the voters and make important decisions that can affect them. Student offers two appropriate suggestions for learning what candidates stand for.
3	Student answers both parts of the question, but response demonstrates a general understanding of the importance of voting. The response infers that elected officials represent the people and make important decisions that affect them. Student offers two appropriate suggestions for learning what candidates stand for.
2	Student answers both parts of the question, but one or both parts are limited. OR Student generally answers part a only.
1	Student shows only minimal understanding of the responsibility of voters and/or how to find out what candidates stand for. OR Student answers part b only.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Possible explanations for importance of voting:

- Elected officials make important decisions
- Elected officials represent the people

Ways of finding out what a candidate stands for:

- Read candidate's brochures
- Attend meetings with the candidates
- Ask candidates questions
- Listen to and read advertisements about the candidates
- Watch debates held by the candidates
- Go to campaign headquarters and ask questions
- Internet/computer

Name: _____

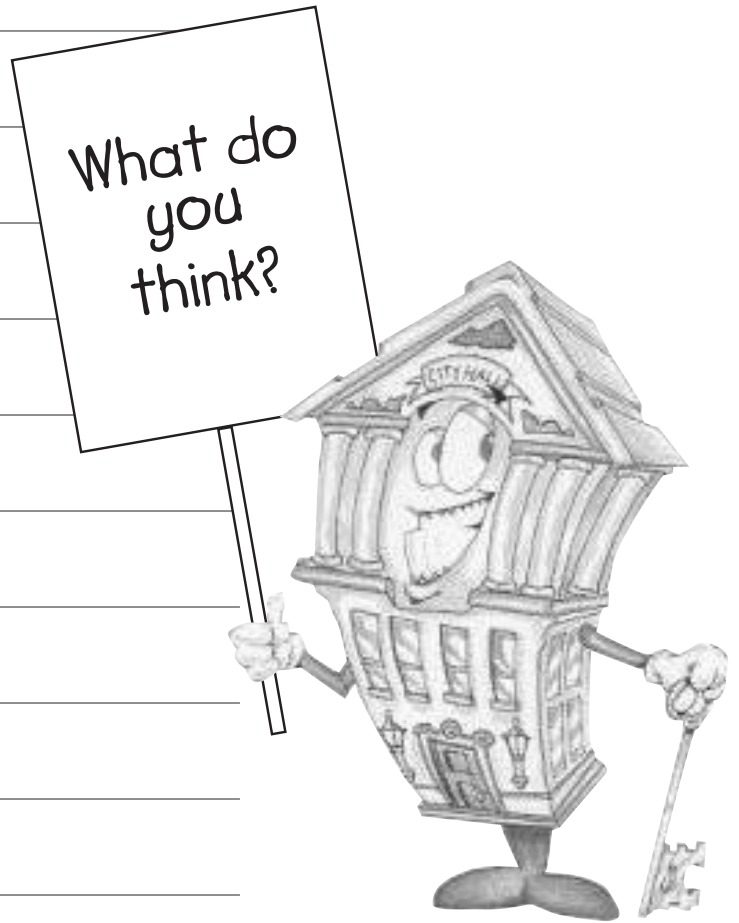
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Voting and Responsibility

Although there is no law that requires citizens of the United States to vote, many Americans consider the right to vote important.

a. Explain why it is important for citizens to vote.

b. What are TWO ways voters can learn more about people running for office so that the voters can make good decisions?



Lesson Plan 9

Introducing mayors and city officials

Purpose

To teach students about the roles of mayors and city officials

Background Information

Kentucky cities have three types of governing boards: (1) a mayor/council form of government, (2) a commission form of government, and (3) a city manager form of government. The mayor/council plan is the most common. In this plan, the residents of the city elect a legislative body of six to 12 members, called a council. There is a strong separation of executive (mayor) and legislative (council) authority, and the mayor has the executive power. The mayor may not vote on issues before the legislative body, except to break a tie vote. The mayor does have veto power, which may be overridden by the council. The mayor may also delegate administrative duties to a city administrative officer.

The commissioner plan places executive, legislative and administrative powers with the city commission, which consists of a mayor and four commissioners. The commission may choose to delegate administrative duties to a city administrative officer.

The city manager plan is the same as the commission plan, except that a majority of the members of the city commission must appoint a city manager and delegates administrative powers to the city manager.

All cities have a city clerk who assists the council or commission.

Critical Core

Content Vocabulary

city manager, “at the pleasure of,” administrator, clerk, mayor, legislative, executive, commissioner, veto

Materials Provided

“Mayor for a Day” worksheet

Teaching Strategies

1. Briefly familiarize the students with the roles of mayors and city officials. Name some city officials in your area.
2. Distribute the worksheet and explain that these are the sorts of situations that city officials handle every day.
3. Divide the class into small groups. Assign each group one or more items from the worksheet. Have the students in each group assume the role of a city official and decide what plan of action they would take in response to the situations assigned.
4. Have each group of students share its ideas for handling each situation.



On Demand Writing Activity

An unlimited amount of money was given for your city to be used for improvements. Write a letter to your local newspaper telling how you think the money should be spent.

Note to Teachers

“Mayor for the Day” could be used as an Open Response question.

Teaching Strategies number 3 could be used as a cooperative learning activity.

This lesson meets several of Kentucky’s Learning Goals and Academic Expectations:

1.11, 1.12, 2.14, 2.15, 4, 5.1, 5.5

Core Content included in this lesson:

SS-E-1.1.1, SS-E-1.2.3, SS-E-1.3.3, SS-E-2.3.1, SS-E-2.4.2

Best Practices:

Graphic Organizers, Cooperative Learning, Student Choice



Lesson Plan 10

Meeting with a mayor or city official

Purpose To allow students to interact with a local government official

Critical Core

Content Vocabulary mayor, city manager, local, government, official, councilmembers

Teaching Strategies

Note: Before the lesson, schedule a visit to the school by a mayor or city official by calling the mayor's office one to two weeks in advance. Ask the speaker to talk about how he or she chose a career in local government and to answer student questions.

1. Explain to (or review with) the class the roles of mayors, city managers, city council members and other city officials.
2. Have students recall all the services that local governments provide. Discuss the mayor's job of directing and supervising these services.
3. Tell the students that a guest speaker from City Hall is coming to visit. Have each student write down two good questions for the visitor.
4. Cut the questions into strips and put them into a box for the speaker to draw from during the visit.

Enrichment

After the visit, have the students write thank-you notes and/or a paragraph about the role of the city official and send them to the speaker.

Authentic Writing Opportunity for the Portfolio

A transitive piece could be developed if a letter to the editor or essay were written that provided details.

Assume the position of Mayor and discuss at least one way that you would improve the community. Tell the impact this improvement would have.

Note to Teachers

This is an extension or review of Lessons 8 and 9.

Refer to the previous Academic Expectations and Core Content in Lessons 8 and 9.



Lesson Plan 11

Paying for local government



Purpose To teach students about paying for local government services

Background Information Revenues to operate local government come mostly from taxes, user fees, and other governments (federal and state). Property taxes are collections based on the value of property (mostly land, houses, and vehicles) owned by citizens. User fees are charges for services provided by local government (water, sewer, bus services, public pools, etc.). Local councils and commissions decide how much money they will collect from the other sources. Councils and commissions set the tax rate and change user fees as needed to add up to the total needed.

Critical Core

Content Vocabulary taxes, user fees, revenue, operating

Materials Provided Revenue Pie Chart ("Where Does the Money Come From?")

Materials Needed markers

Teaching Strategies

1. Ask "Have you ever paid to ride a city bus? Have you paid or bought a pass to swim at the public pool? Do your parents get a water bill?" Explain that the money from these charges helps pay for these services. Explain that these charges are called user fees and write the word on the chalk board.
2. Ask "How many of you go to school? Use the library? Play at the park? Ride on the roads?" Ask "Have you ever had to pay for these things?" Ask "Do you pay me? How are all these things paid for?" Write the word tax on the chalk board and have students explain what they know about taxes. Then discuss how taxes are collected from citizens to help pay for services.
3. Explain that taxes and user fees are important ways in which citizens pay for the services they use. Review some of the services that local government provides and list them on the board.
4. Distribute a copy of the pie chart to each student. Explain that the pie chart shows where the money comes from to operate local governments. Explain that this chart is just an example of how a local government might be funded.
5. Ask students to label each slice of the pie with the correct revenue from the list of revenues and percentages at the bottom of the page.
6. Discuss the completed pie chart, noting each source of revenue.
7. Have students write a sentence about each revenue source based on the information from the completed pie chart. For example: This city collects the biggest part of its revenue from water and sewer charges.

Enrichment

Have students research the utility tax rate, local revenues, and tax rates. Some tax rate information must be obtained by the teacher or gifted children through research of the community resources. Technology could be used to convert the information into various types of graphs and to interpret the information gathered.

Note to Teachers

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.1, 2.13, 2.18, 2.19

Core Content included in this lesson:

SS-E-3.4.2, SS-E-3.1.3, MA-E-3.2.1, MA-E-3.2.2, MA-E-3.2.3, MA-E-3.2.4

Best Practices:

Use of Technology, Research

Content Connections:

Math and Technology



Lesson Plan 12

Spending by local government

Purpose To teach students about spending for local government services

Background Information The budget tells how much money can be spent on each service provided by local government. A city's expenditures cannot be any greater than its revenues. It is the job of the city officials to develop and propose a budget to the governing board each year. The council or commission reviews the proposed budget and may modify it before adopting an annual budget. Each city in Kentucky chooses to spend its money in its own way, based on the specific needs of its citizens.

Critical Core

Content Vocabulary budget, expenditures, revenue, percentage

Materials Provided Expenditure Pie Chart ("How Is the Money Spent?")

Teaching Strategies

1. Ask students "Who do you think decides how the local government's money is spent?" to lead into a discussion of the city budget.
2. Allow students to list the services that local government provides. Ask students "Do you think some of the services cost more than others? Which ones do you think cost most? Why?"
3. Distribute a copy of the expenditure pie chart to each student. Explain that the pie graph shows how the money is spent on local government services. Explain that this chart is just an example of how a local government might spend its money.
4. Note how much money is spent on each service. Compare this example (which represents an average city) with the students' ideas about which services cost the most.
5. Have students work with a partner to examine the information from the chart to prepare a brief presentation to share the results about how the money is to be spent.

Open Response

Choose an area from the expenditure chart and explain how you would spend the percentage of the money and why.

Note to Teachers

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:
1.12, 2.13, 2.18, 2.19

Core Content included in this lesson:

SS-E-3.1.3, SS-E-3.4.2, MA-E-3.2.2, MA-E-3.2.3, MA-E-3.2.4

Best Practices:

Peer conferencing and the use of a variety of materials.



Lesson Plan 13

Preparing a budget

Purpose To expose students to the process of developing a budget

Critical Core

Content Vocabulary percentage, utilities, and any of the words in the Typical City Services list at the bottom of the page

Materials Provided play money, set of city service cards

Materials Needed chart paper, tape

Teaching Strategies

1. Tell students they are going to work in groups to prepare a budget. Note that this is the task that city officials as well as council members and commissioners face each year.
2. Divide students into groups and give each group a page of service cards and a page of \$10 bills. (The students will need to cut the pages into separate service cards and \$10 bills.)
Note: City service cards have been provided. Use one complete set for each group. Below is a typical service list.
3. Assign each group the task of planning a budget by deciding how much of their \$1,000 budget should go to each service. Instruct them to tape the service cards down the left side of a piece of chart paper and next to each service card, the number of \$10 bills they have allocated to that service. The total should add up to \$1,000.
4. Ask each group to present its budget to the class, explaining its choices. Other class members may ask questions of the group.

Typical City Services

fire protection
public utilities (such as electric,
gas, cable, water, sewer)
traffic
taxes
human resources
recreation

sanitation
parks
law enforcement
transit
recycling
planning & zoning

public housing
economic development
public works
permits & inspections
emergency medical service
budget/finance



Note to Teachers

This activity could be changed to \$1,000,000 instead of \$1,000 for intermediate students. By changing the amount, students would be working on a budget that is more of a real-life situation. If you use the larger amount you would not use the page of \$10 bills, or you could increase the amount on the bill. It might be helpful to have an accounting chart so students can keep track of the amounts spent in each category. (An example is included.)

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.5, 2.18, 2.7, 2.8

Core Content included in this lesson:

MA-E-1.1.1, MA-E-1.1.2, SS-E-3.1.1, SS-E-3.1.2, SS-E-3.2.1

Best Practices:

Cooperative Groups working together to solve a problem

Content Connections:

Math



Lesson Plan 14

Getting your opinion heard



Purpose

To demonstrate to students the avenues of communication with their local officials

Background Information

Citizens, both young people and adults, can make their opinions known to their elected officials by talking with them, writing letters, drawing up petitions, and attending and speaking at council meetings. Citizens 18 and older can vote for the candidates of their choice, the candidates they think will best support the voter's own ideas. It is the job of elected officials to listen to the needs and concerns of the citizens and decide what the community's priorities will be. It is also their job to make appropriate decisions regarding the issues facing the community.

Critical Core

Content Vocabulary

petition, communication, citizens, avenue

Materials Provided

Listen, Discuss, Decide cards

Teaching Strategies

1. Display the three cards (Listen, Discuss, Decide) in front of the class. Explain that elected officials have the job of listening to the citizens, discussing the choices available, and then deciding based on the law, recommendations from the mayor, city council or commission, staff and citizens' opinions.
2. Conduct a role-playing exercise. Assign three students to represent elected officials. Have the remaining students choose sides as citizens on one of the following issues: laying out a new ball field vs. creating an open park; lowering the speed limit on a busy street vs. leaving the speed limit at 35 m.p.h.; building two small branch libraries vs. building a new main library. Give students time to prepare their positions to present to the elected officials.
3. Have the "citizens" present their opinions on the issue while the "elected officials" listen. Then have the "elected officials" discuss the choices and decide on the outcome.

Enrichment

1. Arrange a field trip to a city council meeting. Review the rules for appropriate behavior before arriving. If you cannot arrange a field trip, borrow a videotape of a recent meeting (many local government and local cable systems tape the meetings for viewing on public access television). Afterward, discuss what happened in the meeting and whether citizens were being heard.
2. If a primary or regular election is coming up, have students make posters encouraging citizens to vote. Ask permission to display the posters in the county courthouse, city hall, public library, local grocery store, or other high traffic facility.
3. Invite an elected official to speak to the class about how he/she makes decisions. Ask the speaker to give examples of the ways that citizens have communicated their ideas on issues to him or her.

Notes to Teachers:

During the role-playing exercise on Number 2 of the Teaching Strategies, you may need a stopwatch to keep the activity moving and fair for both sides of the issues.

Number 2 of the Enrichment section would be a great activity in the Fall before elections.

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

1.12, 2.22, 2.14, 2.15, 2.23, 2.25, Goal 4

Core Content included in this lesson

SS-E-1.1.1, SS-E-1.3.3, SS-E-2.4.2, AH-E-4.1.41, AH-E-3.1.41

Best Practices:

Cooperative Learning, Peer Conferencing



Lesson Plan 15

Supporting your community



Purpose To introduce students to actions they can take to support local government and lead to change and improvement in their communities

Background Information There are four main ways in which young citizens can support their local government and their communities: volunteering, participating in community activities such as festivals and parades, using public services and paying the user fees, and obeying laws and regulations.

Critical Core

Content Vocabulary volunteer

Materials Provided “Volunteer Response Form”

Materials Needed various, according to the activities you select

Teaching Strategies

1. Tell students to imagine life without local government services. Ask “Does anyone know a way in which we can support our local government?”
2. Write on the board the four main ways young people can support local government and improve their communities. Define each category and ask students to give examples for you to list under each category.
3. Select one or more of the following activities to do as a class to support local government or the community.
 - Have students plant flowers of the season around the school, park or other public area. (Ask parents to send in bedding plants and gardening tools.) Afterward, have students fill out the Volunteer Response Form.
 - Take students on a ride to a local park or other public facility on the public bus system, if available. (Have students bring their own bus fare.) Hold a picnic at your destination and make students responsible for proper clean-up.
 - Prepare as a class a calendar of community activities (not only local government activities) such as city council meetings, library events, sporting events, festivals, parades, plays and concerts.
 - Start a Community Service Club at your school to help your community in various ways. One idea would be to collect canned goods to take to a homeless shelter or soup kitchen.

Note: Local governments support many community activities directly and indirectly (by providing parks or other facilities, closing streets, making available police officers for parking and traffic control, etc.)

Open Response

How can citizens help a community improve through civic duties and volunteer services?

Note to Teachers

This lesson meets several of Kentucky's Learning Goals and Academic Expectations:

2.15, 2.16, 2.17, Goal 4

Core Content included in this lesson:

SS-E-1.3.3, SS-E-2.3.1, PL-E-4.3.1, PL-E-4.3.2, PL-E-4.4.3

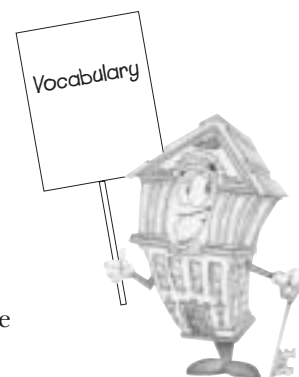


Vocabulary

administrator	a person with the job of supervising the work of a group of people
“at the pleasure of”	being employed as long as the governing board is satisfied with the official’s work; if the governing board is not satisfied, the official can be fired immediately
avenue	a means of access or attainment
budget	a document showing where the money comes from and how it will be spent
campaign	a contest among people who want to be elected by the voters to a public office
candidate	a person who wants to be elected
city	a place with many houses and businesses close to each other, or the government for this collection of houses and businesses; Kentucky has 424 cities
city council	a group of people elected to make decisions for city government
city manager	a person hired by the commission to supervise the day-to-day operations of a city government
clerk	a person hired by a city council or commission to keep records for the city government
commissioner	a government official or representative in charge of a department or district
community	a group of people who live near each other or share feelings of being together, or the place where this group lives
communication	the exchange of thoughts, opinions or information by speech, writing or signs
council member	a person elected by his or her community to in an advisory, administrative and legislative capacity
county	a geographical area of the state with its own government; Kentucky is divided into 120 counties
election	choosing people by voting
emergency	a sudden, urgent and usually unexpected occurrence requiring immediate action



executive	a branch of government run by elected officials such as the mayor, governor or president
expenditure	the amount of money that a government spends
federal	a system with separate state and national governments; also used to refer to the national government of the United States
firefighter	a person who extinguishes, confines or assists others in escaping from a fire.
government	the people who make decisions about public issues and provide services for citizens
judicial	the branch of government that upholds laws through court
laws	rules of conduct of any organized society that are enforced by threat of punishment if they are violated
legislative	the branch of government made up of elected officials who make laws
local	close, nearby
logo	a graphic representation or symbol of a name, trademark or abbreviation
mayor	the person who is elected to be the head of the city council or commission
national	concerning the whole country
official	a person appointed or elected to an office or charged with certain duties
ordinance	a law passed by a city governing board (council or commission)
percentage	an allowance, commission or rate of interest calculated by percent
petition	a request for government action signed by a number of voters
police	an organized civil force for maintaining order, preventing and detecting crime, and enforcing the laws
public	concerning the whole community
revenue	the amount of money that a government receives
rules	a principle or regulation governing conduct, action or procedure



school board	a group of people elected to make decisions for the schools
seal	an embossed emblem, figure, symbol, etc. that represents a city
state	a geographical area of the country with its own government; the United States is divided into 50 states, including our state of Kentucky
symbol	something used to represent something else
taxes	money collected by government to pay for services people need
user fees	money collected by government to pay for services people need
utilities	a public service
veto	the power or right vested in one branch of a government to cancel or postpone the decisions and proposals
volunteer	to work without being paid
vote	to make your choice about the candidates you want to be elected



For Further Reading

(Listed in order by lesson plan)



- All Eichner, James A. and Shields, Linda M. *Local Government*. Franklin Watts, Inc., 1983. Summarizes the many ways in which American cities, towns, boroughs, villages, school districts, and special districts may be organized and governed; teacher's reference (5th grade reading level); black and white photos; 66 pages.
- 1 Wallner, Alexandra. *Since 1920*. Delacorte Press/Bantam Doubleday Dell Publishing Group, Inc., 1992. Tells the story of a quiet country house overtaken by the growing city, until one day it is restored to its former beauty; reading level 3.1; large, color drawings; 32 pages.
- 1 Provenson, Alice and Martin. *Town & Country*. Crown Publishers, Inc., 1984. Tells about daily activities in a big city and on a farm near a village; reading level 4 (due to length); large, color drawings; 32 pages.
- 1 Richardson, Wendy and Jack. *Cities: Through the Eyes of Artists*. Children's Press, 1991. Presents paintings, drawings, and prints by artists expressing ideas about city settings, with information about each artist and the selected work; teacher's reference for 4th grade level and up; large, color artwork; 48 pages.
- 2 Fanelli, Sara. *My Map Book*. HarperCollinsPublishers, 1995. Shows maps of the owner's bedroom, family, day and other places and things; interest level 2 and up; large, color drawings; 28 pages.
- 2 Sweeney, Joan. *Me on the Map*. Crown Publishers, Inc., 1996. Offers a child's map of her room, her house, her town, her state, her country, and her world; reading level 3.1; large, color drawings; 28 pages.
- 2 Berger, Melvin and Gilda. *The Whole Word in Your Hands: Looking at Maps*. Ideals Children's Books, 1993. Leads students through the process of reading a map, using maps of Sammy's house, town, state, and the U.S.; reading level 3.1 but suitable for older children as well; color drawings; 48 pages.
- 2 Taylor, Barbara. *Be Your Own Map Expert*. Sterling Publishing Company, 1994. Presents short explanations of all kinds of maps and suggests fun map-making activities; reading level 4 but suitable for older students as well; color drawings; 46 pages.
- 2 Muntean, Michaela. *I Want To Be President*. Western Publishing Company, Inc., 1993. Shows Betty Lou of Sesame Street talking about the responsibilities and rewards of being president of the United States; interest level grade 2, with teacher reading; color drawings; 24 pages.
- 3 Butterworth, Nick. *Busy People*. Candlewick Press, 1986. Asks students easy questions about a variety of jobs, including carpenter, doctor, grocer, mechanic, and garbage collector; reading level 1.2; color drawings; 32 pages.
- 3 LeSieg, Theo (Dr. Seuss). *Maybe you should fly a jet! Maybe you should be a vet!* Beginners Books/Random House, Inc., 1980. Asks children to think about what they want to do, suggesting a number of ordinary and not-so-ordinary choices; reading level 1.2; color drawings; 40 pages.
- 3 Rockwell, Anne. *When We Grow Up*. E.P. Dutton, 1981. Shows children imagining themselves as adults working in their chosen occupations; reading level 2.1; large, color drawings; 32 pages.

- 3 Moncure, Jane Belk. *Jobs People Do*. The Child's World, 1976. Explores a variety of jobs, both indoors and out; reading level 2.2; large, color drawings; 28 pages.
- 4&5 Gibbons, Gail. *Check It Out: The Book About Libraries*. Harcourt Brace Jovanovich Publishers, 1985. Introduces school libraries, public libraries, and even the Library of Congress, and shows the many different services a library provides; reading level 2.1 but suitable for third-graders as well; color drawings; 32 pages.
- 4&5 Alexander, Martha G. *How My Library Grew*, by Dinah. The H.W. Wilson Company, 1983. Tells the story of Dinah impatiently watching the construction and awaiting the opening of a library down the street from her home; reading level 2.2; color drawings; 32 pages.
- 4&5 Rockwell, Anne. *I Like the Library*. E.P. Dutton, 1977. Tells the story of all the things to do at the public library; reading level 3.1; large, color photos; 32 pages.
- 4&5 Tester, Sylvia Root. *A Visit to the Library*. Children's Press, 1985. Illustrates students' visit to the public library; reading level 3.1; large, color photos; 32 pages.
- 4&5 Jaspersohn, William. *My Hometown Library*. Houghton Mifflin Company, 1994. Uses a conversation style to introduce the full range of materials available at a public library; reading level 3.2 but appropriate for reading to younger students as well; color photos; 48 pages.
- 4&5 Gibbons, Gail. *New Road!* Thomas Y. Crowell, 1983. Explains the planning and construction of a new road; reading level 2.2; color drawings; 32 pages.
- 4&5 Gibbons, Gail. *How a House is Built*. Holiday House, 1990. Shows step-by-step how a house is built; unfortunately, there is no mention of zoning or building inspections; reading level 2.2 but suitable for third-graders as well; color drawings; 32 pages.
- 4&5 Symons, Dr. James M. Plain *Talk About Drinking Water: Answers to 101 Important Questions About the Water You Drink*. The American Water Works Association, 1992. Answers both simple and complex questions about the water we drink; teacher's reference; black and white drawings; 104 pages.
- 4&5 Cole, Joanna. *The Magic School Bus at the Waterworks*. Scholastic, Inc. 1986. Uses Ms. Frizzle's unique approach to teach students how water is cleaned at a water treatment plant; reading level 3.2; large, color drawings; 40 pages.
- 4&5 Olney, Ross R. *Keep Our Cities Clean*. Julian Messner, 1979. Explains in some detail how local governments clean streets, pick up and haul off garbage and trash, treat sewage, clear away snow, and clean up after car accidents, natural disasters, and fires; reading level 4 but suitable for older students as well; black and white photos; 64 pages.
- 4&5 Gibbons, Gail. *Recycle: A Handbook for Kids*. Little, Brown and Company, 1992. Explains why we need to recycle, and how paper, glass, aluminum, and some plastics can be recycled, with interesting facts about garbage and recycling; reading level 2.2; color drawings; 32 pages.
- 4&5 Coats, Laura Jane. *Mr. Jordan in the Park*. Macmillan Publishing Company, 1989. Tells all the activities Mr. Jordan has enjoyed in the park, beginning as an infant into old age; reading level 3.1; color drawings; 32 pages.



- 4&5 Ernst, Lisa Campbell. *Squirrel Park*. Bradbury Press, 1993. Tells the story of a boy determined to save his favorite old tree in a park his father is planning; reading level 5; large, color drawings; 32 pages.
- 4&5 MacLachlan, Patricia. *Mama One, Mama Two*. Harper & Row Publishers, 1982. Tells the story of a little girl whose mother suffers from depression and the foster mother who takes care of her while her mother recovers; reading level and emotional level 5; color drawings; 32 pages.
- 4&5 Joose, Barbara M. *Anna and the Cat Lady*. HarperCollinsPublishers, 1992. Tells the story of a nine-year-old girl's friendship with an eccentric old woman who keeps a houseful of cats and is convinced that the Martians are after her; reading level 5 and older; 170 pages.
- 6 Arnold, Caroline. *Who Keeps Us Safe?* Franklin Watts, 1982. Discusses how police officers and sheriff's deputies, paid and volunteer firefighters, and other emergency personnel help the community; reading level 3.1; black and white photos; 32 pages.
- 6 Rathmann, Peggy. *Officer Buckle and Gloria*. G.P. Putnam's Sons, 1995. Tells how the children at an elementary school always ignore Officer Buckle's safety tips, until a police dog named Gloria accompanies him when he gives his speeches; reading level 3.2; large, color drawings; 32 pages.
- 6 Ring, Elizabeth. *Patrol Dogs: Keeping the Peace*. The Millbrook Press, 1994. Shows how K-9 teams work and how dogs are selected and trained to perform police work; reading level 4 but suitable for older students as well; color and black and white photos; 32 pages.
- 6 Emert, Phyllis Raybin. *Law Enforcement Dogs*. Crestwood House, 1985. Explains how law enforcement dogs have been used in law enforcement in the past and how they are trained to do police work today; reading level 4; color and black and white photos; 48 pages.
- 6 Rey, Margaret and Shalleck, Alan J. *Curious George at the Fire Station*. Houghton Mifflin Company, 1985. Tells the story of Curious George setting off a false alarm while visiting the fire station but redeeming himself by rescuing a Dalmatian puppy; reading level 2.1; color drawings; 32 pages.
- 6 Gibbons, Gail. *Fire! Fire!* Thomas Y. Crowell, 1984. This book shows how firefighters, paid and volunteer, fight fires in the city and in the country; reading level 2.2; color drawings; 32 pages.
- 6 Johnson, Jean. *Fire Fighters, A to Z*. Walker and Company, 1985. With each letter of the alphabet, introduces a topic relating to fire fighters and their jobs; reading level 2.2 but suitable for older students as well; black and white photos; 40 pages.
- 6 Winkleman, Katherine K. *Firehouse*. Walker and Company, 1994. Provides detailed information about modern firehouses and the history of fire fighting, with lots of interesting trivia; reading level 4 but suitable for older students as well; color drawings; 32 pages.
- 6 Marston, Hope Irvin. *To the Rescue*. Cobblehill Books, Dutton Children's Books, 1991. Illustrates the many types of ambulances and other equipment that rescue workers use to help people and animals who are hurt, lost or trapped; reading level 5 but suitable for reading to younger students; large, color photos; 48 pages.

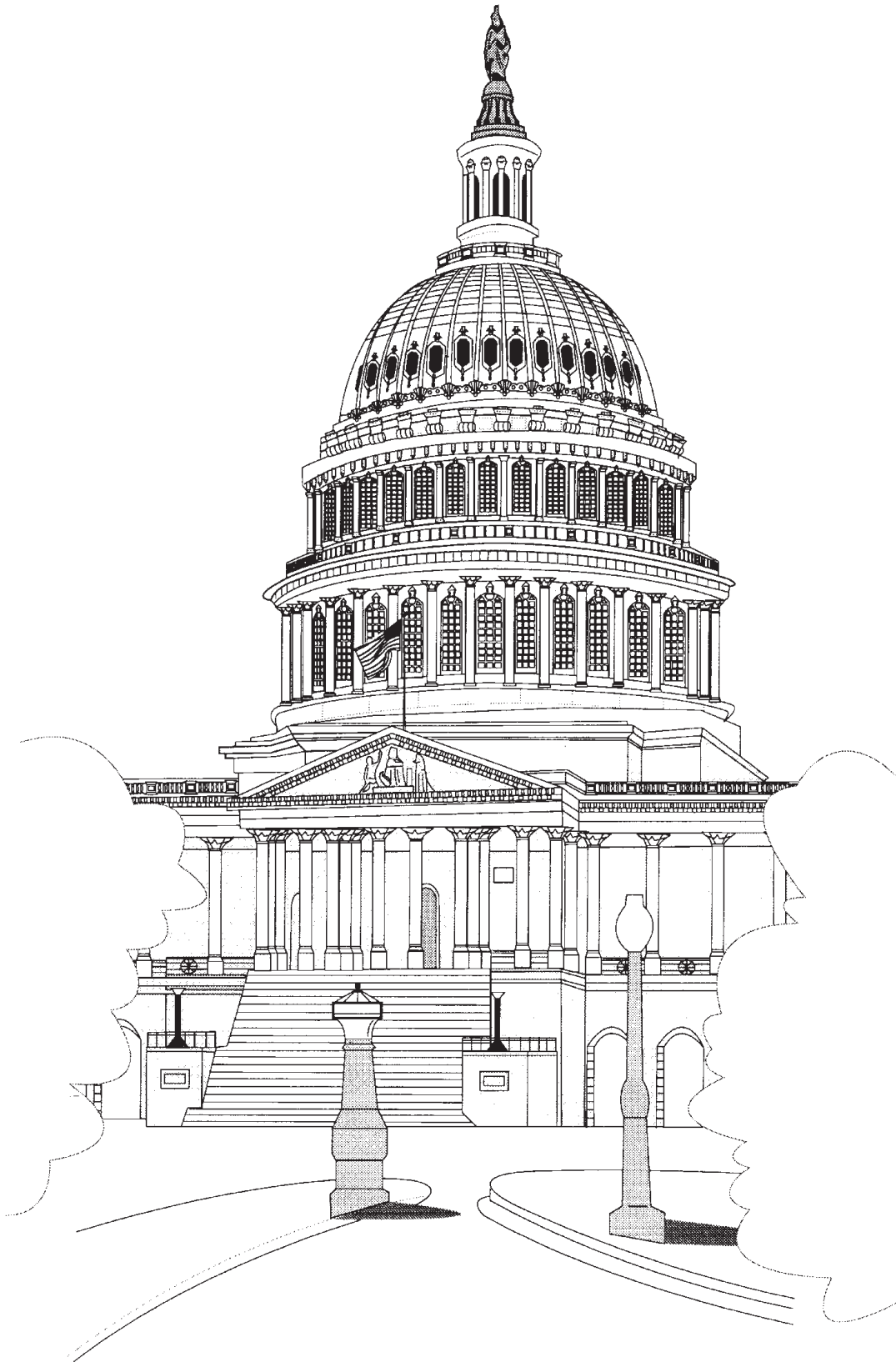


- 6 Rinard, Judith E. *Helping Our Animal Friends*. Books for Young Explorers, National Geographic Society, 1985. Discusses pets in the city and in the country, and also wild animals; reading level 3.1; large, color photos; 32 pages.
- 7 Roberts, Naurice. *Henry Cisneros: Mexican-American Mayor*. Children's Press, 1986. Tells the story of the young Mexican-American mayor of San Antonio; reading level 4 but suitable for older students as well; black and white photos; 32 pages.
- 8 Fradin, Dennis B. *Voting and Elections*. Children's Press, 1985. Discusses voting, mostly at the national level but includes good information about the voting process and counting the votes; reading level 3.2 but suitable for older students as well; color photos; 48 pages.
- 8 Scher, Linda. *The Vote: Making Your Voice Heard*. Raintree Steck-Vaughn Publishers, 1993. Focuses on the right to vote and the importance of voting, with an excellent section on using your vote wisely; reading level 4; color and black and white photos; 48 pages.
- 8 Samuels, Cynthia K. *It's a Free Country: A Young Person's Guide to Politics and Elections*. Atheneum/Macmillan Publishing Company, 1988. Introduces politics and elections using interesting real life stories and a conversational tone; focuses on national campaigns but includes an excellent chapter on running a campaign; teacher's reference (reading level 5); black and white photos; 132 pages.
- 8 Hewett, Joan. *Getting Elected: The Diary of a Campaign*. Lodestar Books, E.P. Dutton, 1989. Follows the political campaign of Gloria Molina as she seeks election to the Los Angeles City Council; reading level 5; black and white photos; 48 pages.
- 9 *Kentucky Municipal Statutory Law - Informational Bulletin No. 145*, Legislative Research Commission, Frankfort, KY. A free publication helpful for instructors; adult reading level.
- 11 Hirsch, Charles. *Taxation: Paying for Government*. Raintree Steck-Vaughn Publishers, 1993. Summarizes the history of taxation and why taxes are necessary, with examples of how schools and many other local government services are provided by taxes; teacher's reference (reading level 5); color photos; 48 pages.
- 14 Boy Scouts of America. *Citizenship in the Community*. Boy Scouts of America, 1984. Provides information about local government, public meetings, the decision-making process for local issues, and citizenship in action, as background for earning a merit badge; reading level 4 but suitable for older students as well; black and white drawings; 32 pages.
- 14 Powers, David Guy. *The First Book of How to Run a Meeting*. Franklin Watts, 1967. Outlines parliamentary procedures for students, using the context of school clubs; teacher's reference, especially helpful to share with students who are going to watch a meeting of an elected body in person or on videotape; black and white drawings; 62 pages.
- 15 Goodman, Alan. *The Big Help Book: 365 Ways You Can Make a Difference by Volunteering!* Pocket Books, Simon & Schuster Inc., 1994. Offer stories and 365 concrete suggestions for kids to make a difference in their communities; teacher's reference (reading level 5); 134 pages.
- 15 Adams, Patricia and Marzollo, Jean. *The Helping Hands Handbook: A Guidebook for Kids Who Want to Help People, Animals and the World We Live In*. Random House, Inc., 1992. Suggests, in greater detail than Goodman's book, ways kids can help at home, in their community, with the environment, and around the world; teacher's reference (reading level 5); 156 pages.



National Government

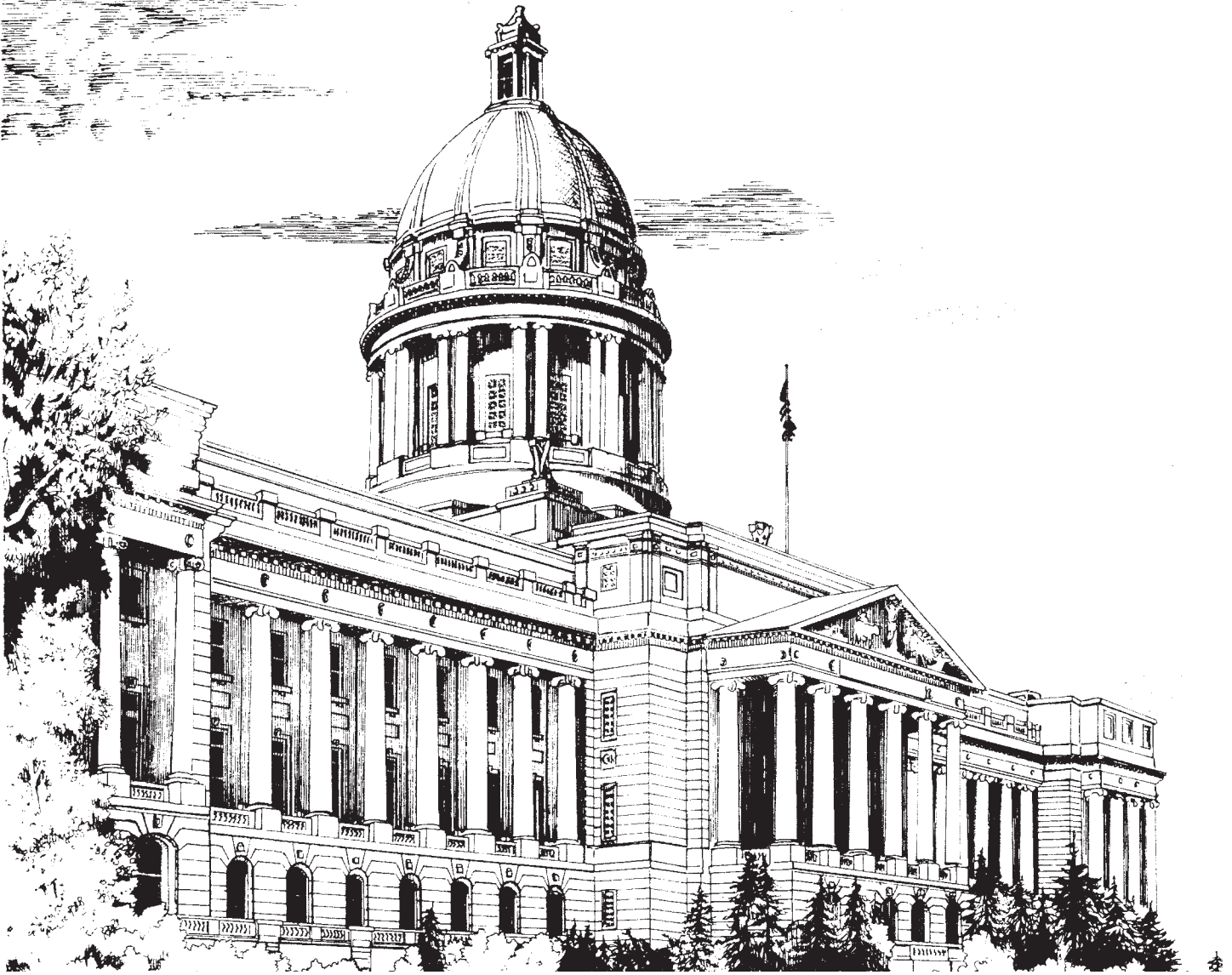
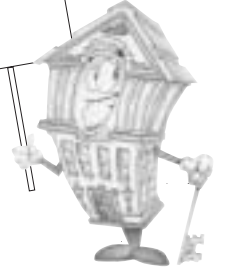
The U.S. Capitol in Washington, D.C.



State Government

The Capital of Kentucky is in Frankfort

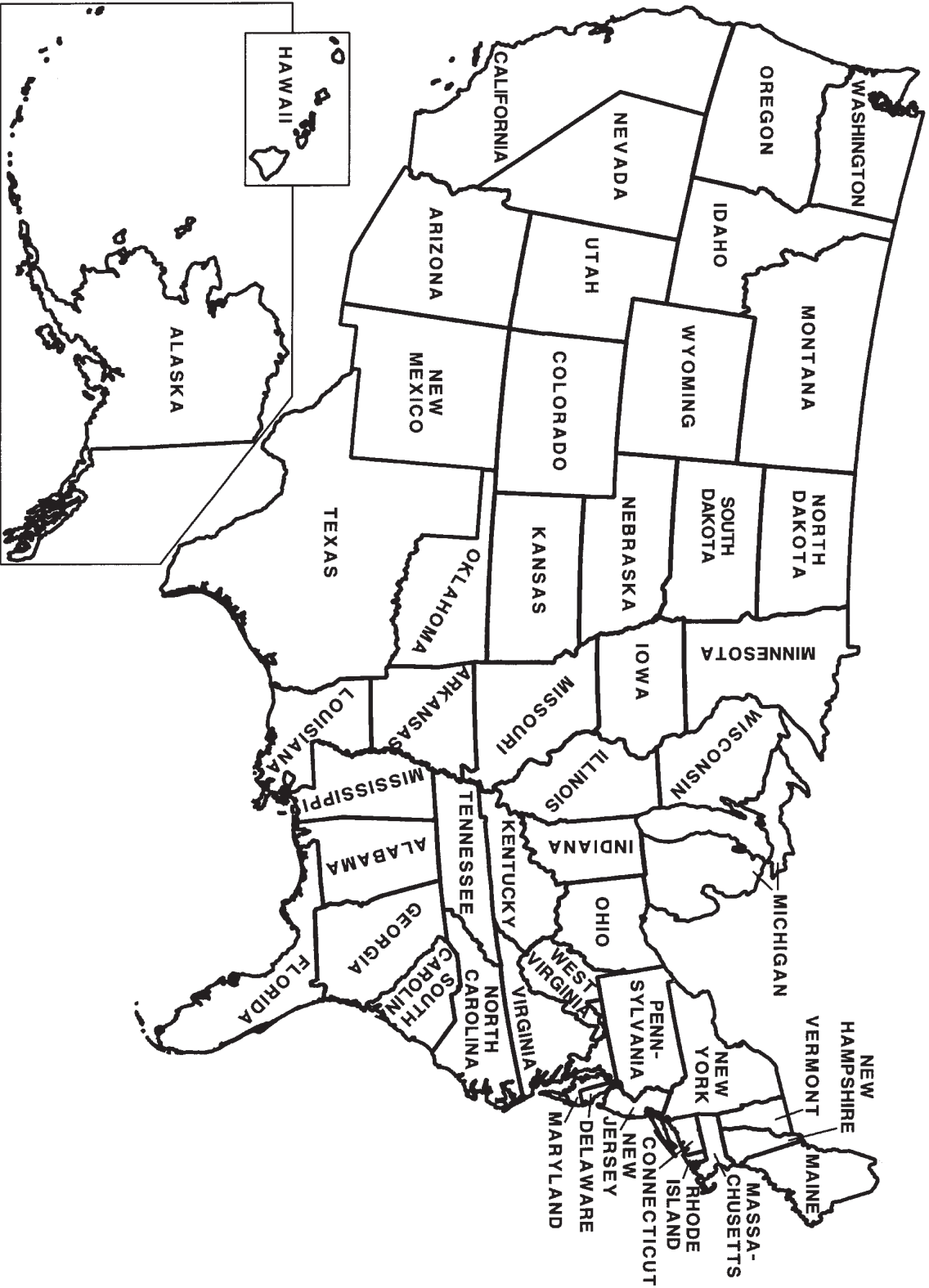
Lesson 2



National Government

Map of the United States of America

Name _____



Lesson 2

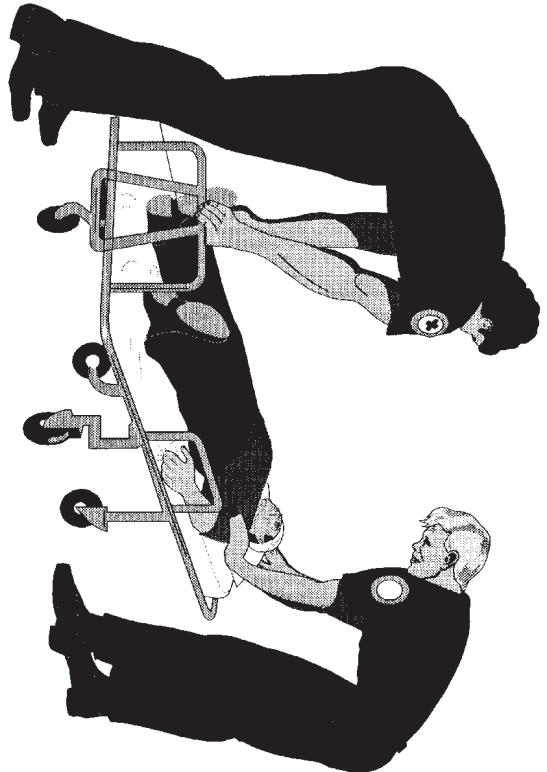
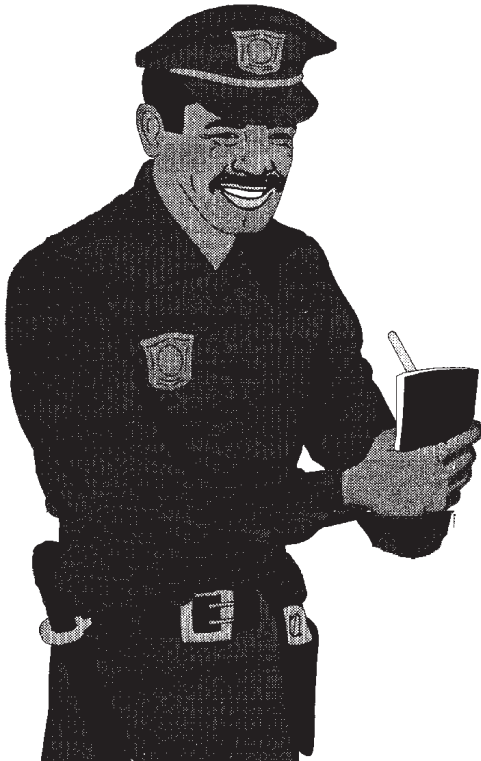
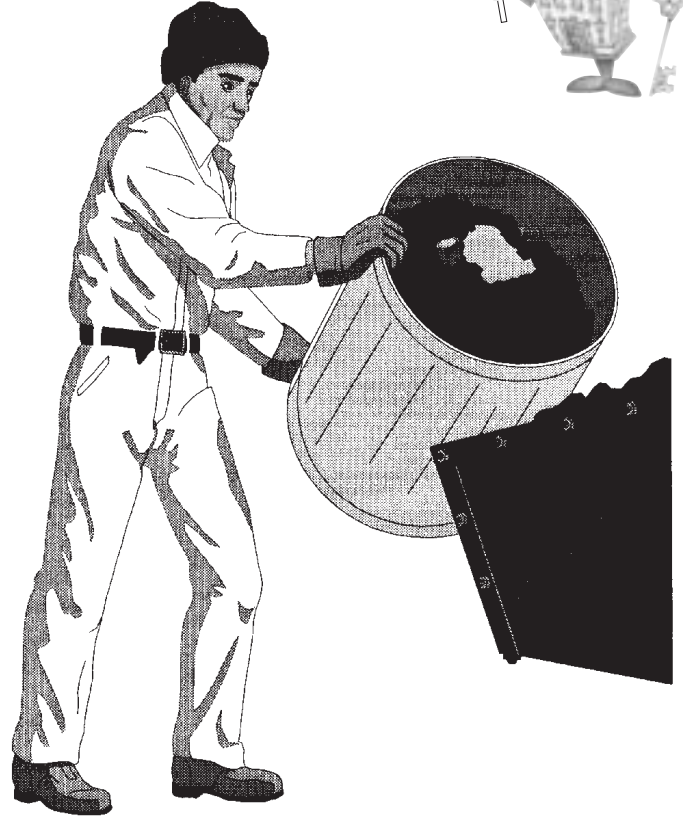
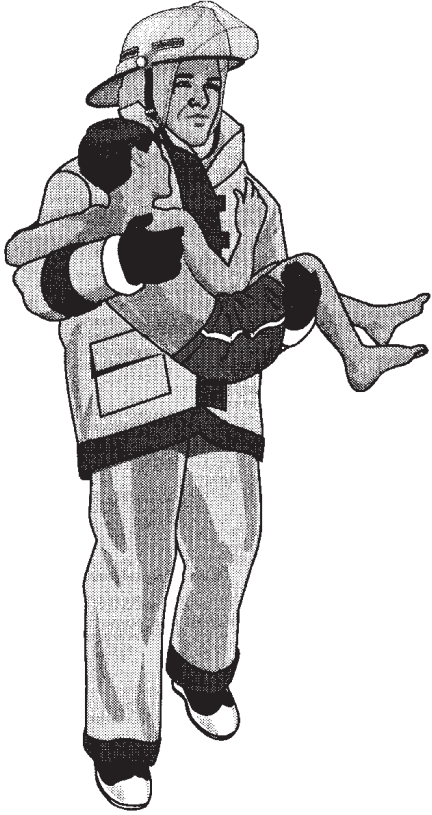
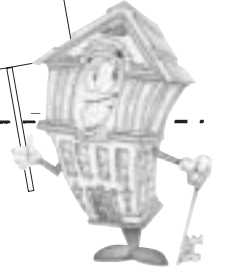


Service Providers - City Government

#1 of 4 sheets (clockwise from top left - firefighter, sanitation worker, emergency medical technicians, police officer)



Lesson 3

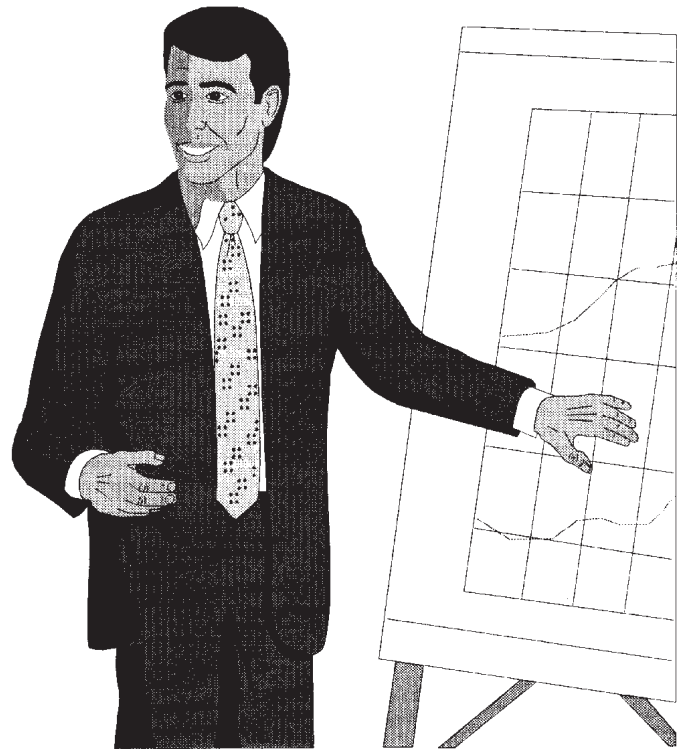
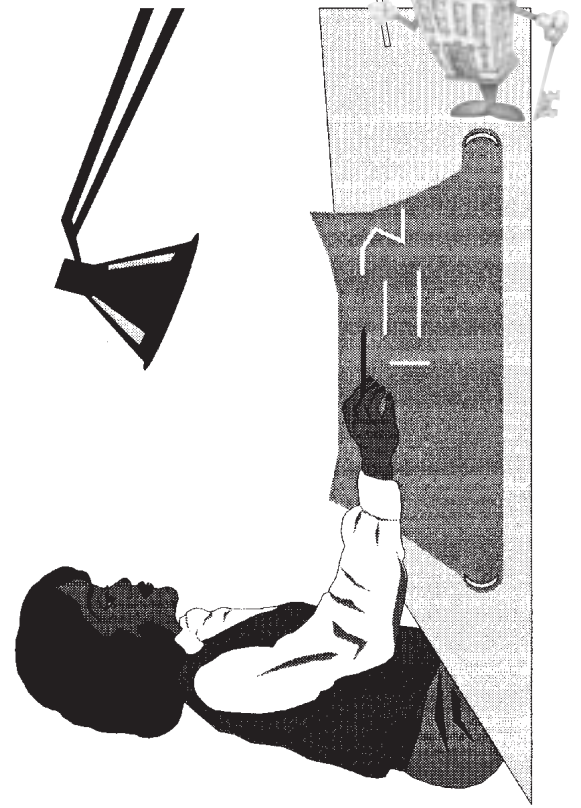
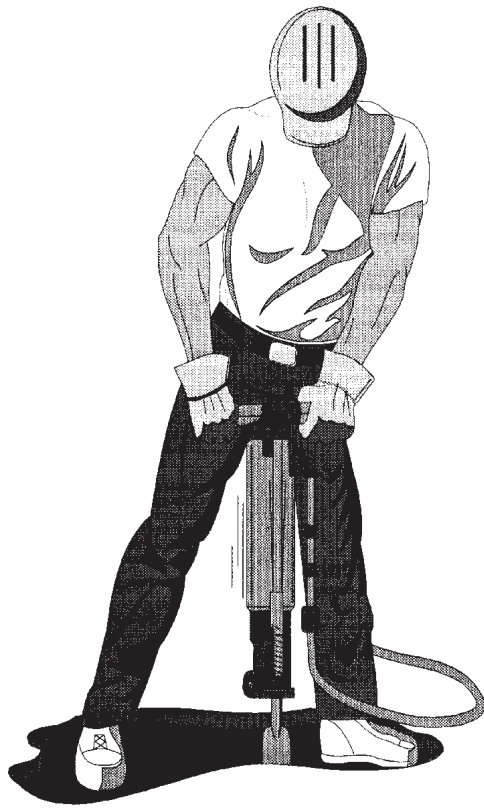


Service Providers - City Government

#2 of 4 sheets (clockwise from top left – street maintenance worker, city planner, mayor, bus driver)

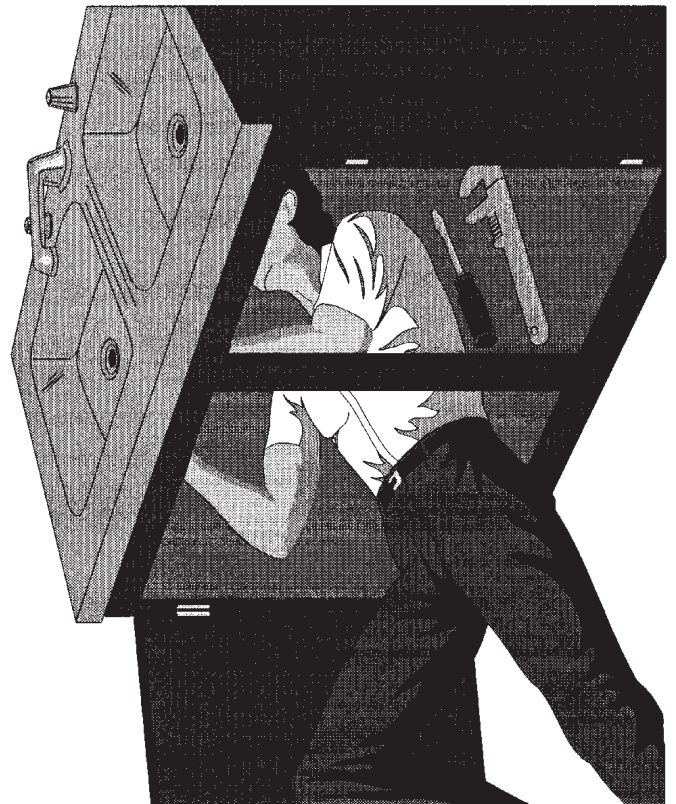
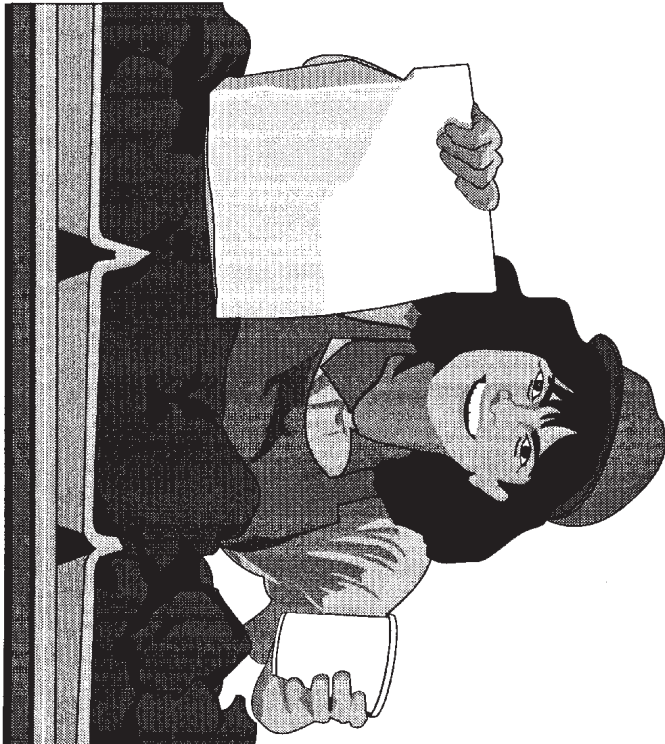
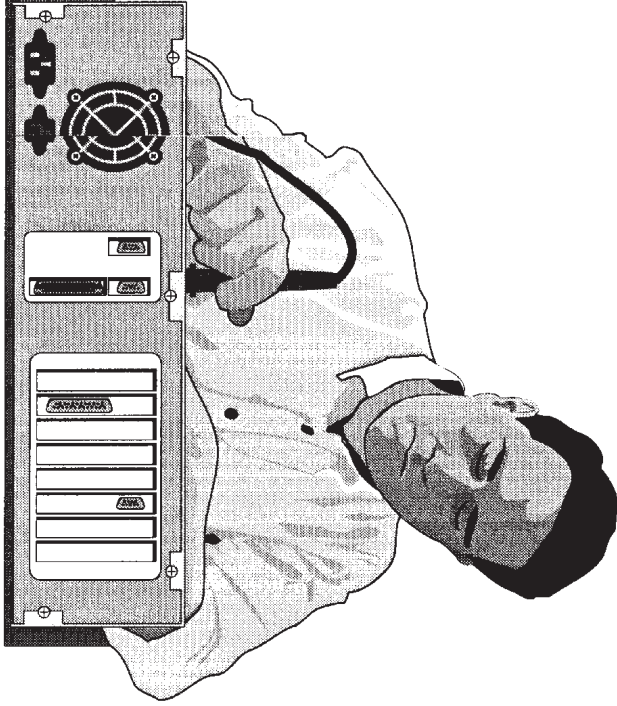
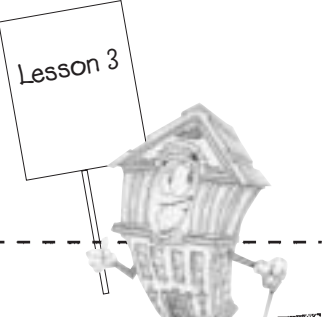


Lesson 3



Service Providers - non-governmental

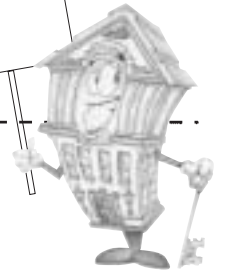
#3 of 4 sheets (clockwise from top left - service technician, veterinarian, plumber, fast food clerk)



Service Providers - non-governmental

Lesson 3

#4 of 4 sheets (clockwise from top left - television reporter, rancher, taxi driver, delivery person)



At your service

Name Answer Sheet



Local governments help people in the community every day. For each situation below, Decide what government service the citizen needs.

1. A woman wants to report that people are driving too fast on her street.
law enforcement
2. A family's just moved into a new home and they have a lot of packing boxes cluttering up the house.
sanitation or recycling
3. A man wants to add on to his house.
permits and inspections
4. A girl is interested in finding a baseball league for children.
recreation
5. A teacher would like her class to learn more about fire safety.
fire department
6. A man runs his car into a huge pothole on his way to work.
public works
7. A home builder needs to connect a house to the water system.
public utilities
8. A woman wants to apply for food stamps.
social services
9. A woman wants to report a bear in her backyard.
animal control
10. A man needs to know what vegetables would grow well in his garden.
agricultural extension
11. A baby needs to get a vaccine to protect her from mumps and measles.
public health
12. A boy needs to find a reference book for a school report on spiders.
libraries
13. A doctor wants to build a new office near a busy neighborhood.
planning and zoning

At your service



Name _____

Local governments help people in the community every day. For each situation below, Decide what government service the citizen needs.

1. A woman wants to report that people are driving too fast on her street.

2. A family's just moved into a new home and they have a lot of packing boxes cluttering up the house.

3. A man wants to add on to his house.

4. A girl is interested in finding a baseball league for children.

5. A teacher would like her class to learn more about fire safety.

6. A man runs his car into a huge pothole on his way to work.

7. A home builder needs to connect a house to the water system.

8. A woman wants to apply for food stamps.

9. A woman wants to report a bear in her backyard.

10. A man needs to know what vegetables would grow well in his garden.

11. A baby needs to get a vaccine to protect her from mumps and measles.

12. A boy needs to find a reference book for a school report on spiders.

13. A doctor wants to build a new office near a busy neighborhood.

Local government service cards

(#1 of 6 sheets)



fire



law enforcement



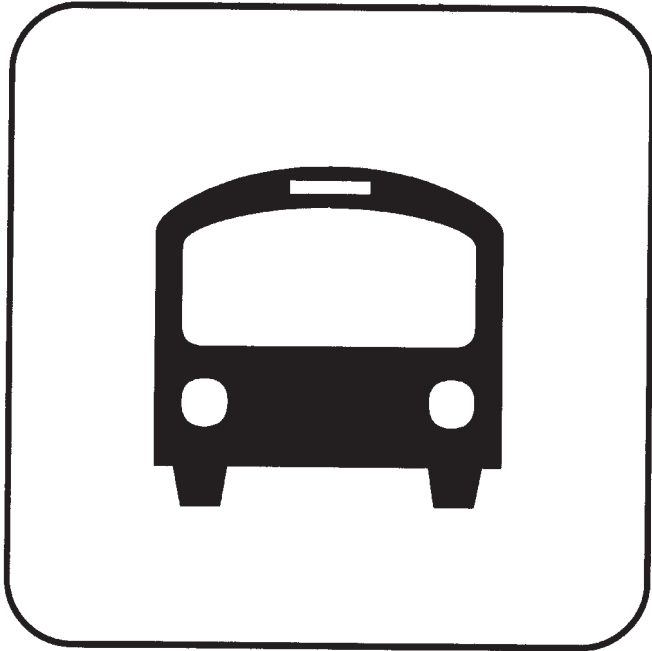
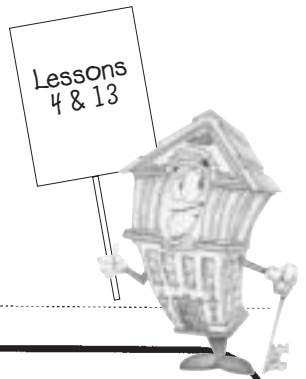
public utilities



public health

Local government service cards

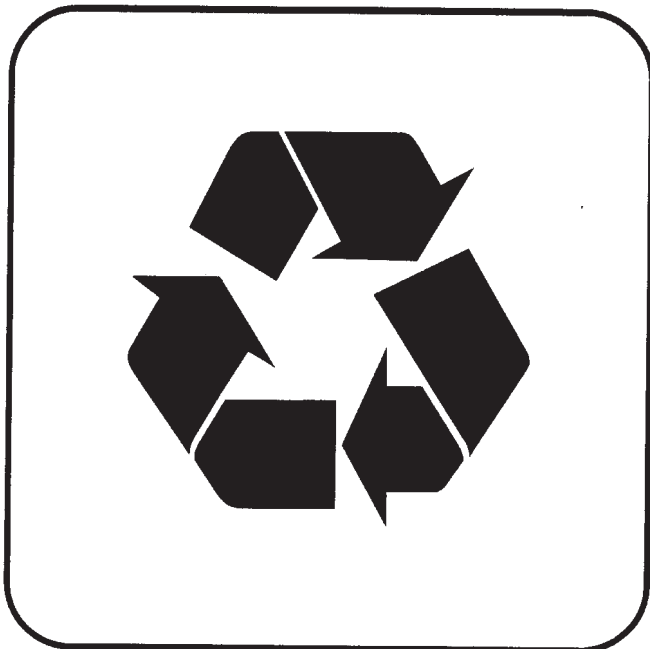
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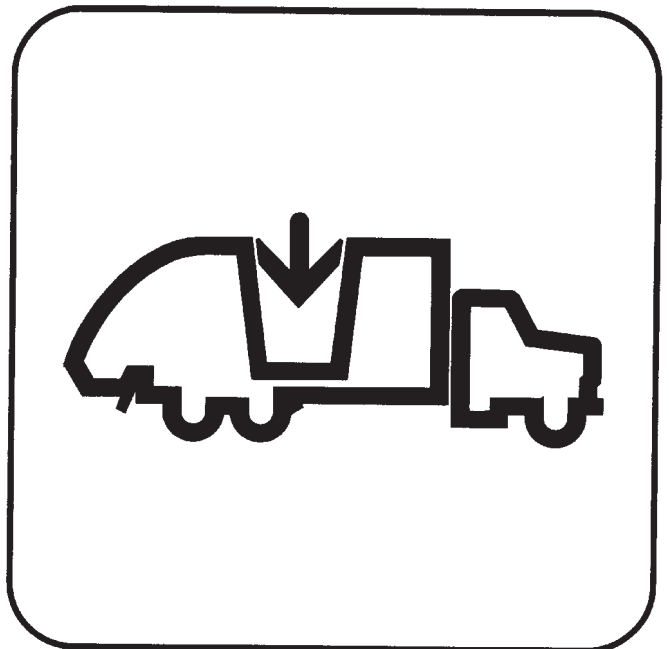
transit



libraries



recycling



sanitation

Local government service cards

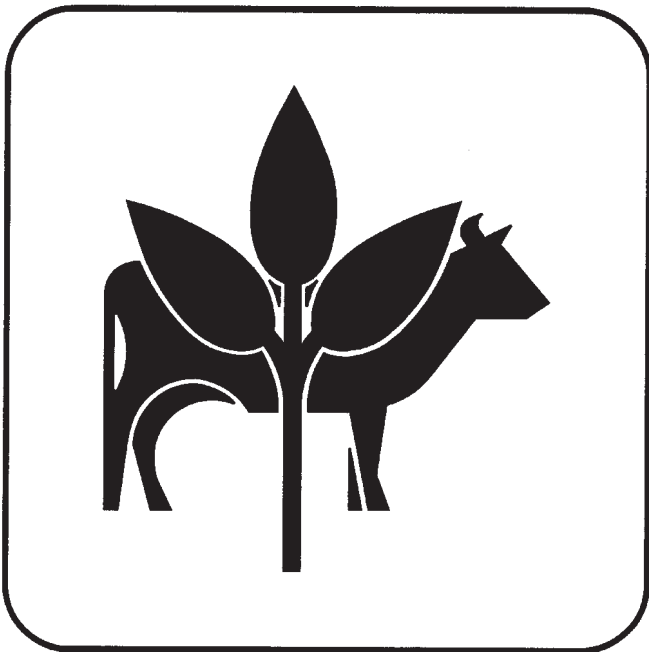
(*3 of 6 sheets)



parks



animal control



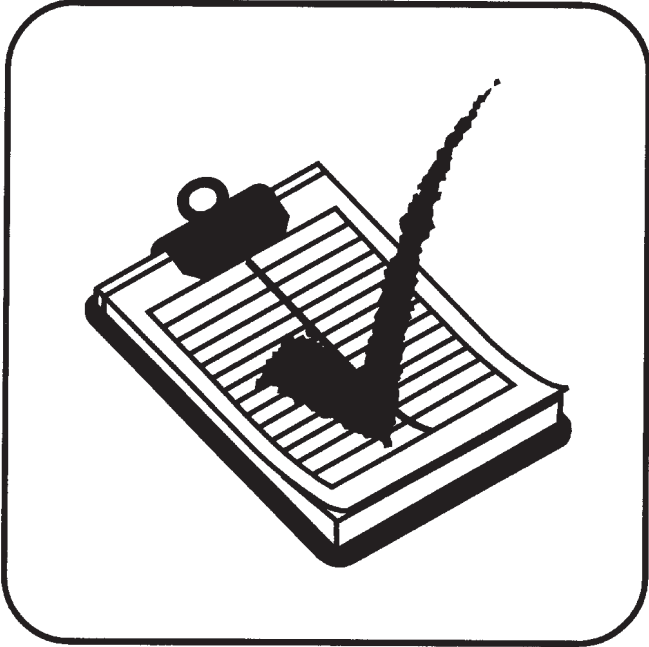
agricultural extension



public works

Local government service cards

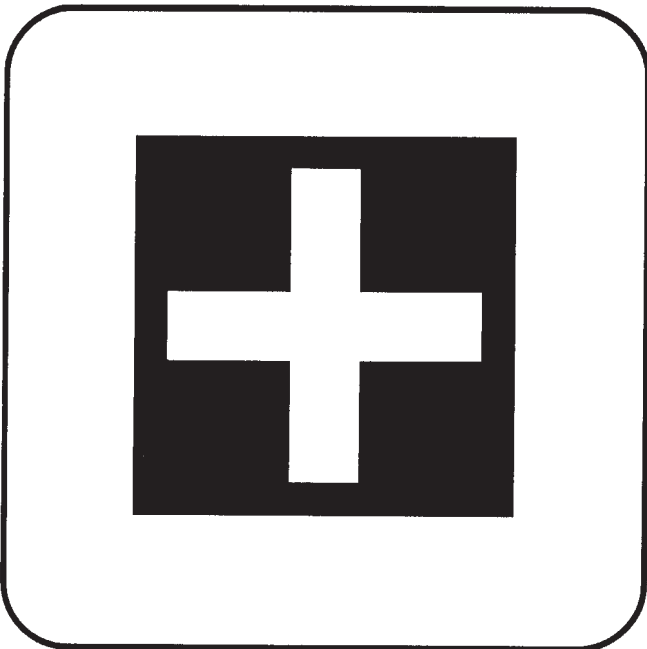
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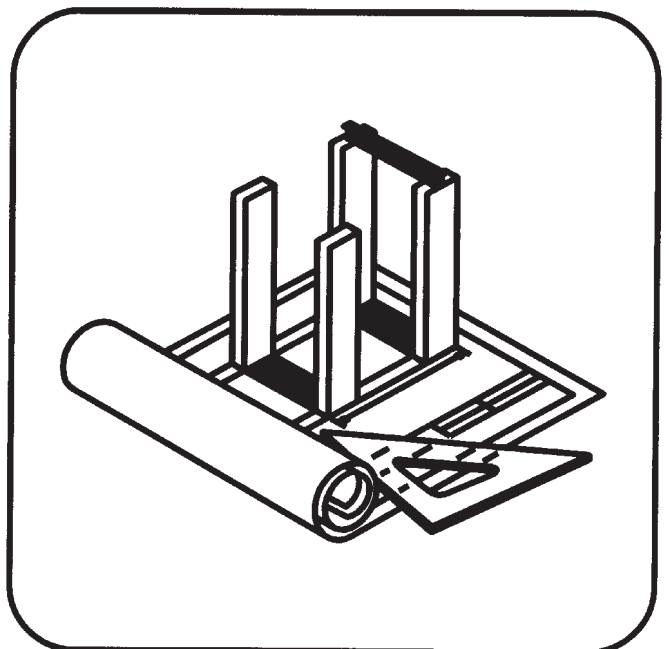
permits & inspections



schools



emergency medical service



planning & zoning

Local government service cards

(#5 of 6 sheets)



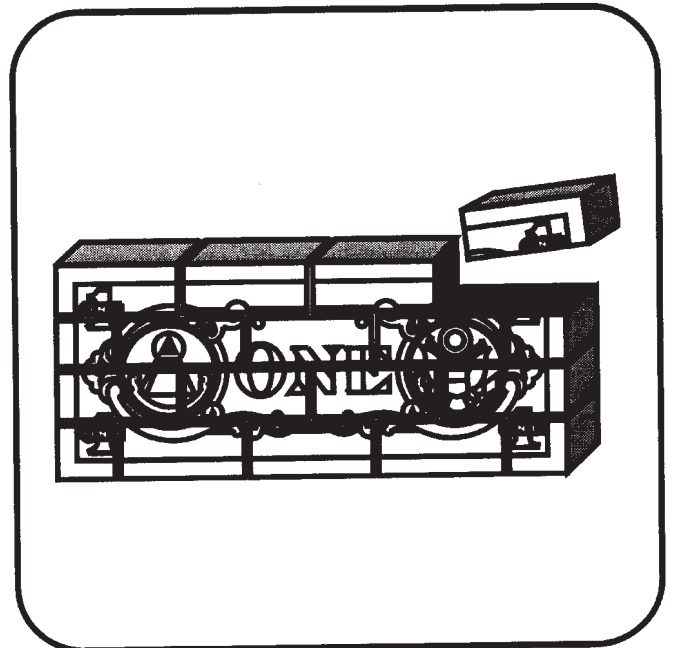
recreation



public housing



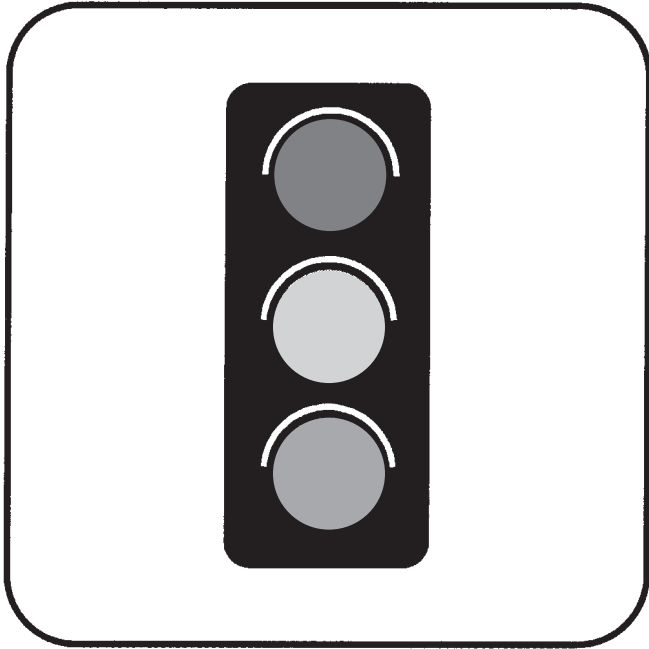
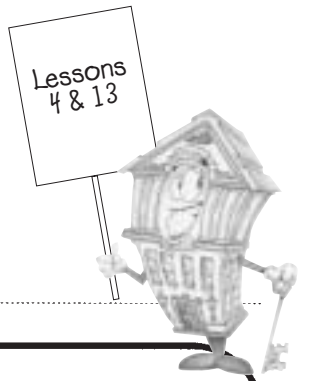
social services



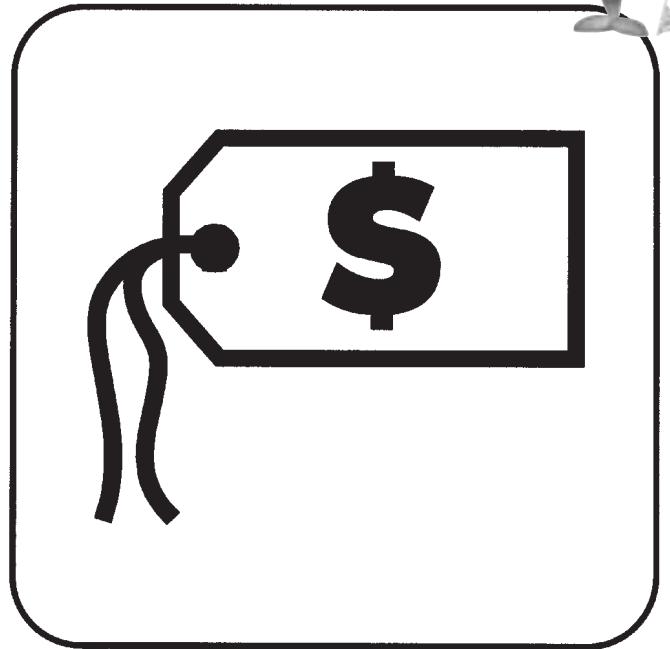
economic development

Local government service cards

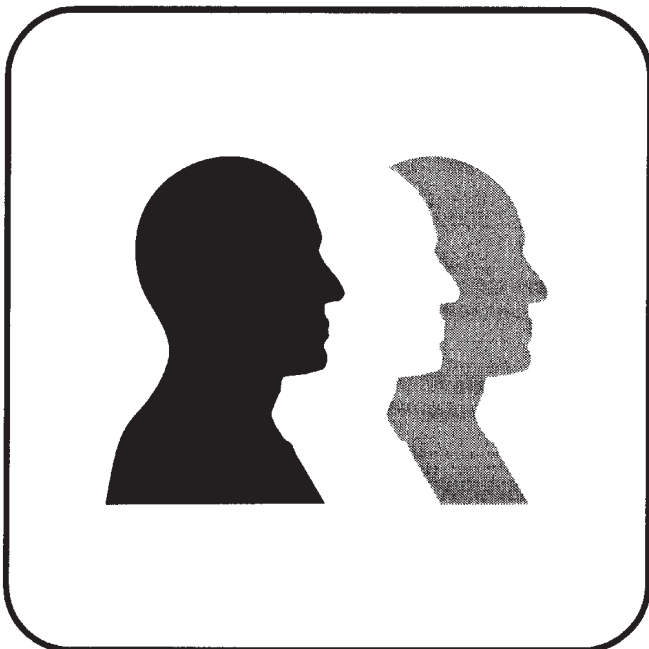
(*6 of 6 sheets)



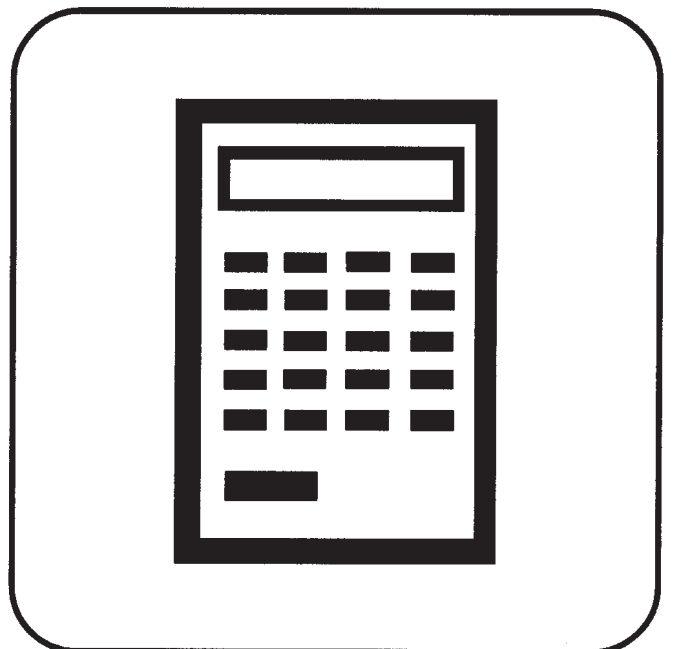
traffic



taxes



human relations



budget/finance

Student Time Line of a Day's Activities

Name _____

On the time line below, select one day - yesterday or any other day - and fill in the blanks with each activity you did from the time you woke up in the morning until the time you went to bed in the evening. Then list the name of any government service involved in each activity. One example is provided.



Time	Activity	Government Service Involved
6:30 a.m.	brushed teeth	water supply/wastewater treatment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adapted with permission from Florida City & County Government, A Teacher Handbook, a project of the Florida League of Cities, Florida Department of Education, Florida State University, and the Florida Institute of Government.

Emergency Phone List



Police



Sheriff



Fire



Ambulance/
Rescue Squad



Animal Control

Emergency Phone List



Police



Sheriff



Fire



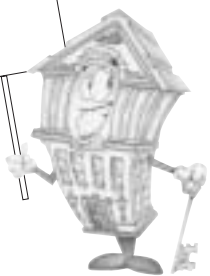
Ambulance/
Rescue Squad



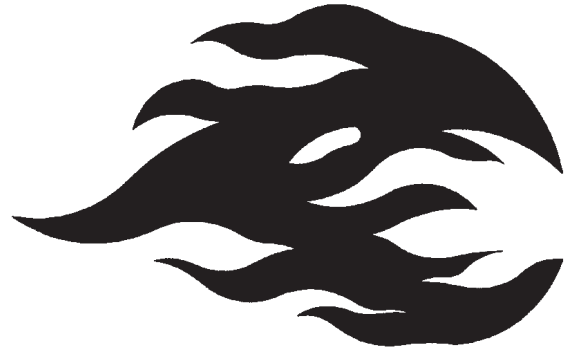
Animal Control



Lesson 6



Emergency
Services
Symbols
Cards



Mayor for a Day

Name _____



Mayors and city officials handle many different types of situations every day. For each item below, decide what you would do if you were mayor. Below is an example.

Example:

Your chief brings you a letter telling you he is going to retire and move to the beach at the end of three months. Ask the personnel staff to place an ad on your own bulletin boards and in the newspapers that you are looking for a new fire chief and asking people to apply for the job. Begin planning how you will interview the applicants to decide on the best person for the job.

1. One of the city's two garbage trucks has broken down. Your sanitation supervisor has learned it will take two days to get the replacement part and another day to have the truck repaired. He wants to know what to do while he's waiting to have the truck fixed.
2. A citizen calls to ask you about the delay in paving a gravel street that was scheduled to be paved last week. You know the reason for the delay is the sudden blast of wintery weather that's made it too cold to pave right now.
3. A city councilwoman stops by to talk about planning a special holiday celebration. She wants to plant an extra tall pine tree in the park now so that the city can hold a community tree lighting ceremony next December.
4. Your parks and recreation staff informs you that a heavy branch fell and tore a hole in the roof of the old picnic shelter at the park. The picnic shelter is safe to use but will not protect citizens from the hot sun or the rain until it's fixed.
5. A very angry citizen calls to speak to you about his monthly water and wastewater bill, which says he owes the city \$3 million! You suspect the problem is the new computer which has only been in use for a week.

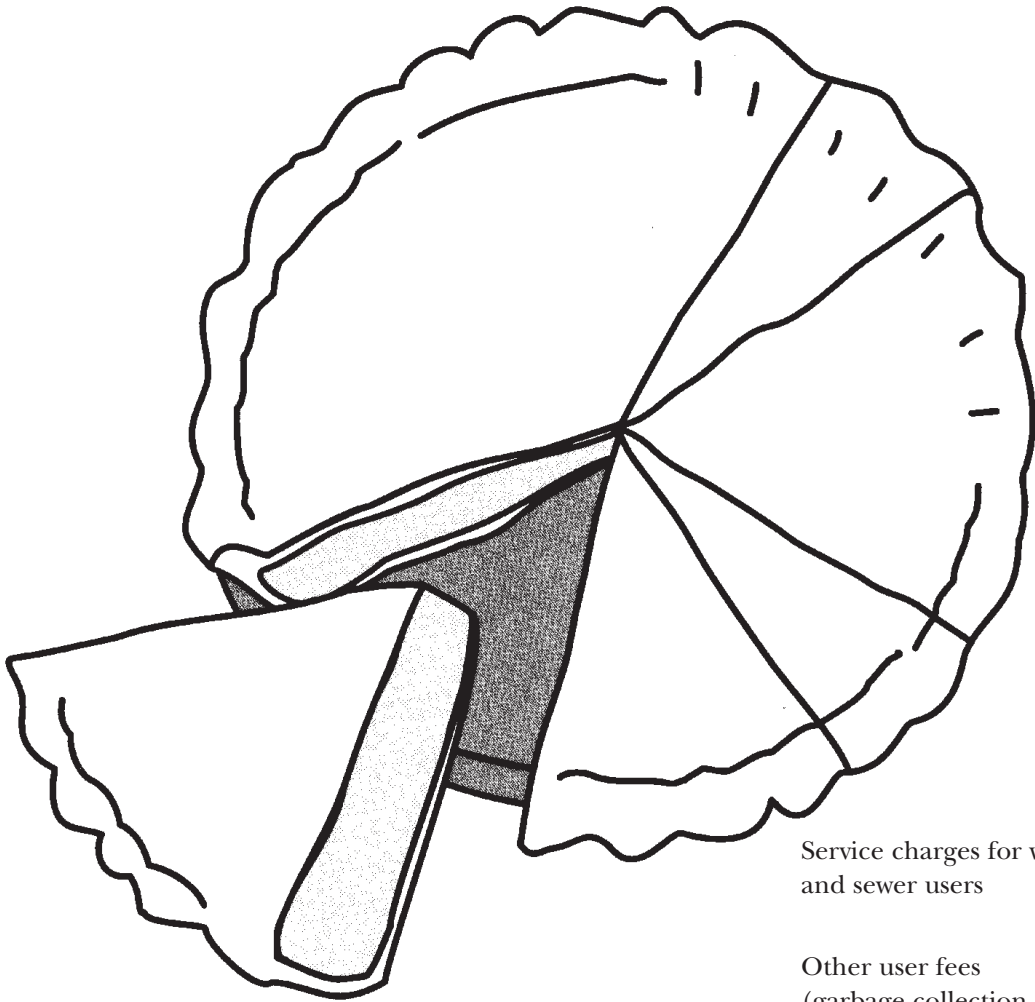
City Revenue Pie Chart

Where Does the Money Come From?

Name _____



The pie chart below shows six slices that add up to the total revenue for an imaginary city. Use the list of revenues and percentages at the bottom of the page to label each slice with the revenue it represents.



Service charges for water and sewer users	46%
Other user fees (garbage collection, building inspections, landfill use, etc.)	4%
Taxes	26%
Intergovernmental revenue or federal and state government payments	22%
Miscellaneous (interest earned, sale of property, money borrowed)	2%

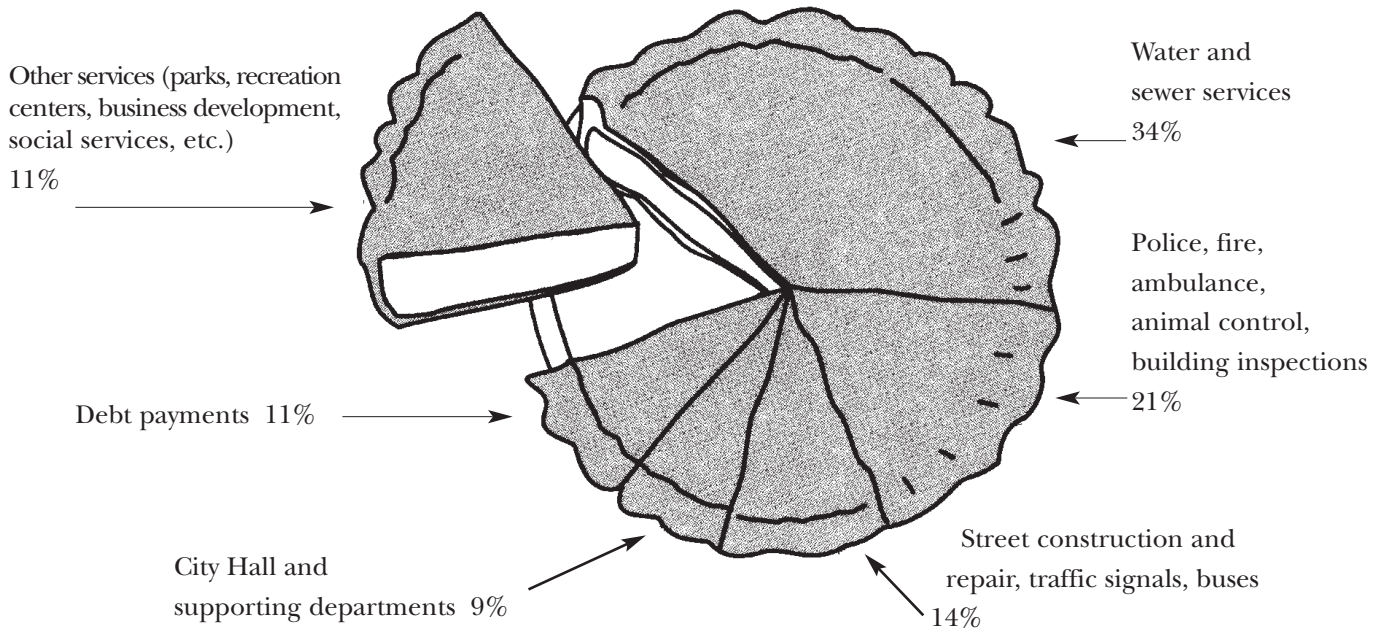
City Expenditure Pie Chart

How is the Money Spent?

Name _____

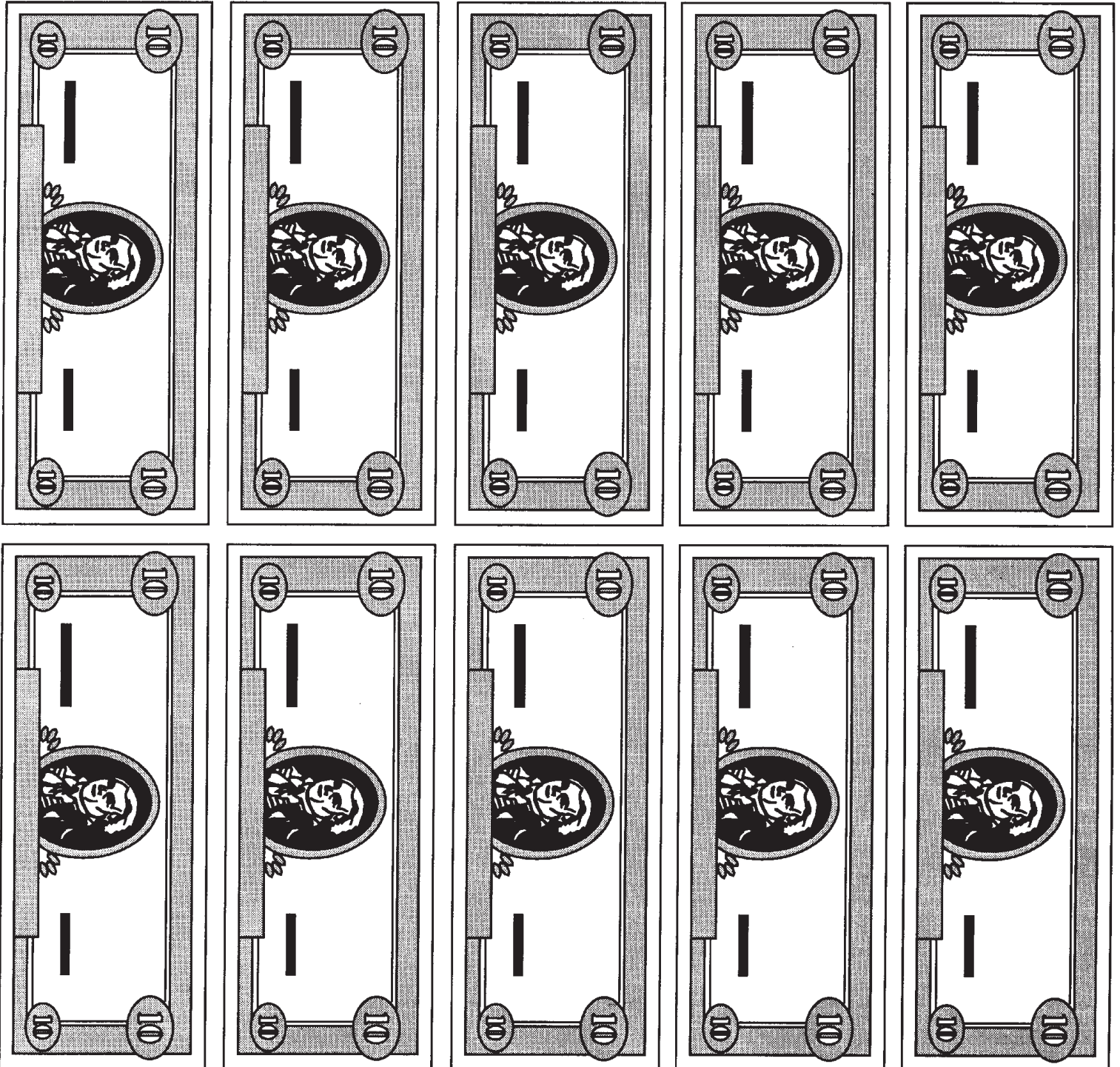


The pie chart below shows six slices that add up to the total expenditures for an imaginary city. On the lines at the bottom of the page, write a sentence



Play Money for Preparing a Budget

\$100 per sheet/make 10 sheets for each group of students



Listen

Discuss

Decide



Volunteer Response Form



Name _____

What volunteer work did you do?

Describe how this volunteer work made you feel.

In what ways did this volunteer work help the community?

Would you do it again?

Local Government Services



Name as many city services as possible depicted in the illustration above.

Lesson 4

